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AMERICAN STANDARD SYSTEM OF PITMAN'S PHONOGRAPHY



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A MANUAL

OF

PITMAN PHONOGRAPHY

PREPARED FOR SCHOOL, PRIVATE, AND MAIL INSTRUCTION

BY

D. L. SCOTT-BROWNE

Author of the American Standard Series of Phonographic Text-books

REVISED BY

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SEVENTY-FIFTH THOUSAND

HINDS, NOBLE & ELDREDGE

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By F. LYMAN BROWNE

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PREFACE.

A GOOD book needs no apology, and a bad one cannot be saved by any effort to conceal its defects. An acceptable text-book on phonography is a difficult work to write. The author of such a book must put himself in the place of the student *of little culture* as well as the student of education and literary attainments. To write a text-book that will be clear to one and not over explained to the other, to adapt the instruction to all classes of minds, is no easy task. That this has been accomplished is attested by the fact that students of this system have become professionals in every branch of labor requiring the skill of a stenographer.

In the multiplicity of methods published in this country, owing to the fact that the American copyright law encourages rather than stifles invention (as is the case in England), it might seem to a person not versed in the art that there could be little or no difference in the value of systems; that one might as well be chosen as another; that each is equally good; that all serve the purpose required of shorthand, on pretty much the principle that the same result can be attained by different penmen using different pens. But there is this important difference: skilled work can be done more easily and more satisfactorily and with greater expedition and certainty by the very best instrument than with any one of a dozen fairly good tools. It is a fact in shorthand authorship, as in other literary work, that some one man is capable of writing a better book than all other authors. For evidence of this we have but one Blackstone expounder of law, though hundreds of law writers; one Gray on botany, though botanists without number; one Ruskin on art, in scores of art writers; one Herschel among many astronomers; one Morse in hundreds of electricians; one Webster in a world of definers.

For half a century our art has been burdened with over explanation or lack of illustration, making it difficult for a student to understand the application of principles or impossible for him to get an adequate knowledge of the art for practical use. Attempts at simplicity have been at the loss of fullness or completeness of instruction, while a predominant tendency in text-books has been toward filling them with theoretical and

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impracticable matter, the author forgetting, as it were, the purpose of his writing and allowing the pleasures of composition to carry him off into realms of mere intellectual delight.

Phonography is a generic term, applying to human utterance and its expression in systems of writing. It cannot, therefore, be correctly considered as the name for only one man's method, since it comprehends all systems of phonetic expression, as distinguished from symbolic and arbitrary writing, which has been displaced by phonography. Our art dates from the discovery of a scientific method as far back in the ages as the time of the construction of the first alphabet.

An idle boast has been going the rounds of the ignorant press for a half century that a certain man, who combined the characters he found in different systems and arranged them to suit his own taste, invented phonography, whereas he only imitated other phonetic shorthand authors who published books as far back as the sixteenth century. Phonography as a phonetic system of writing was invented by no one man, but has been used and improved upon from day to day ever since the establishment of the first alphabet.

Many men have invented particular systems of phonography or writing by sound, and each is entitled to all the credit his work has secured him, as is the novelist who makes an indelible mark in the intellectual world by virtue of his ideas and observations. All authors of shorthand have had the same field to explore for stenographic material, and each one combined and recombined the same as he thought best.

The writer of this system must, therefore, disclaim all merit in the authorship of phonography *per se*, but believes he has presented a fuller and more comprehensible style of shorthand than any of his predecessors, and that too without abridgment of the subject or redundance in any particular. Still, he is free to admit that his work is not entirely of his own making, but that much, very much, credit is due to thousands of teachers, phonetic scholars, and professional writers of the art in America. He is under special obligation to the guidance afforded him by the older and better writers of a pure phonography, such as Mr. Dennis F. Murphy, Mr. Theodore F. Shuey, and others, of the corps of United States Senate reporters; Mr. John J. McElhone and corps of House reporters, with other old stenographers in Washington; Mr. T. C. Leland, Mr. F. G. de Fontaine, Mr. Charles B. Collar, Mr. W. A. Croffut, and journalists and stenographers of New York and other cities, who represent a distinctive American shorthand — a style as superior to the shorthand of the present

day, illustrated in the text-books of the Pitmans, Munson, and authors of other systems, as simple forms and direct methods are superior to intricate and devious ways.

It is not to be hoped that the system presented in this book is perfect. In the very nature of things this would be impossible, for improvement is as necessary as progress. Finality has been reached in nothing human. But the system is as perfect as the work of practical men has been able to make it in their efforts to obtain the most speedy and legible shorthand.

It has been definitely settled that the foundation of this system is scientifically correct, and the best that could be devised in the present light and experience of the world. What changes may come will have to come in the use of minor modifications, and these will be in consistent analogy with the fundamental principles of the method which has established uniformity for the first time in the history of stenographic writing. The late editions of all other systems differ radically and materially from the earlier editions, thus isolating the first writers of any one system from later writers of the same method, because arbitrary changes were made in the groundwork of the systems. For this reason the oldest, and at one time the best-recognized, phonography has now the least number of adherents, there being several schools of writers, owing to the several changes made in subsequent editions of the text-book. This difference in our system from all others establishes it beyond question as the true STANDARD, one which might appropriately be called the WORLD STANDARD, only that patriotism leads us to honor our own country by calling it the AMERICAN STANDARD.

D. L. S-B.

NEW YORK, September, 1893.

PREFACE TO REVISED EDITION.

In revising Part I. of the American Standard Manual of Pitman Phonography, I have avoided making *radical* changes in that work, except where they seemed strongly advisable or were absolutely necessary. The *advisability* has been gauged by my personal knowledge of the opinions of those who produced the book, the *necessity* by a few objectionable features that have constantly obtruded themselves during twelve years' usage of the Manual in the class room.

I have in no sense attempted to rewrite the book, nor to interlard my own ideas and views, many of which differ materially from those of the author; but, believing the system to have been well thought out and well wrought out, have corrected palpable errors, supplied omissions and transposed certain sections to their logical positions, without, as I believe, disturbing the beauty and harmony of the whole.

The rules for *r*, *l*, and *sh* have been restated; the remarks on "position" have been epitomized and placed immediately after the introduction of the vowels, where they belong; proper names and other unusual words have been eliminated from the reading exercises wherever and whenever it was possible to otherwise exemplify the rules. All errors that existed have been carefully corrected, while occasional obscure points in the explanations have been elucidated, and the use of the *in*, *en*, and *un* hook has been somewhat extended. There have been several minor changes, the reasons for which any one thoroughly familiar with the book will readily understand.

Many useful suggestions have been received from teachers in various parts of the country, but thanks are especially due to Elizabeth Masland of Philadelphia, and Elizabeth A. Randall, whose long experience as a teacher of beginners renders her opinion as to matters of theory invaluable.

As a plain, logical exposition of Pitman Phonography, The American Standard Manual has no superior. This is the testimony of hundreds of teachers, and if I have contributed, in never so slight a degree, to its betterment, I shall have been amply repaid for the arduous labor it has cost me.

H. E. R.

Betz Building, Philadelphia,
September 1, 1904.

CONTENTS.

	PAGE
INTRODUCTION	ix
DIRECTIONS TO THE STUDENT OR TEACHER	xi
LESSONS BY MAIL	xiii
DEFINITIONS	xiv
LESSON I. — CONSONANTS	1
Derivation of the Letters	2
Manner of Writing the Stems	2
Rules for Writing and Joining the Stems	4
LESSON II. — SIMPLE VOWELS	7
Manner of Writing Vowels	8
Position	10
LESSON III. — THE USE OF R, L AND SH	15
When to use Er	15
When to use Ra	16
Rules for El and La, and for Ish and Sha	16
LESSON IV. — EXTRA VOWELS	18
LESSON V. — DIFTHONGS	19
LESSON VI. — NAMES OF THE CONSONANTS	21
Names of the Vowels and Difthongs	21
LESSON VII. — PUNCTUATION POINTS AND TYPOGRAPHICAL MARKS	22
LESSON VIII. — ABBREVIATIONS	24
Easiest Way to Learn the Abbreviations	25
Simple Stem Signs	26
Vowel and Difthong Signs	28
Two or More Stems	30

PAGE

LESSON IX. — CIRCLE FOR S AND Z 32
R with S Circle 33
When the Circle must not be used 34
LESSON X. — LOOPS FOR ST AND STR 38
LESSON XI. — BRIEF SIGNS FOR W AND Y 41
LESSON XII. — CONCURRENT VOWELS 45
Brief W and Y Signs 46
LESSON XIII. — HALVING TO EXPRESS T OR D . . 48
LESSON XIV. — ED-TICK 54
LESSON XV. — HOOKS FOR L AND R 56
LESSON XVI. — S-CIRCLE ON L AND R HOOKS . . 65
Special Vowelization 66
Spel and *Sper* Abbreviations 67
LESSON XVII. — HOOKS FOR N, F, AND V . . . 69
LESSON XVIII. — HOOKS FOR SHN 77
LESSON XIX. — SEMICIRCLE FOR IN, EN, UN, AND N . 81
LESSON XX. — SHADING 83
LESSON XXI. — LENGTHENING 84
LESSON XXII. — TICK FOR H 87
LESSON XXIII. — THE USE OF STEMS AND MODIFICATIONS 88
LESSON XXIV. — DISJOINED PARTS OF WORDS . . 89
LESSON XXV. — PREFIXES AND AFFIXES 90
LESSON XXVI. — APPOSITION 98
LESSON XXVII. — SPANISH PHONOGRAPHY . . . 105

APPENDIX. —
POSITION 107
PHRASING 110
IMPORTANCE OF PUNCTUATING SHORTHAND NOTES . 112

INTRODUCTION.

The name "American Standard" has been chosen for this system of phonography to indicate that it represents the method in most general use in America, in the sense that the terms "French Standard" and "German Standard" are used.

The work is small because it is free from philological disquisitions or stenographic matters that are only theoretical and which may be found treated at great length in the works of other authors, dictionaries, and treatises on language.

Each chapter has been arranged to embody the full elucidation of a principle and to preserve the continuity of the subject treated by giving all the illustrations in one connection. The examples for practice accompanying the presentation of principles have been so arranged that the student may see every principle from the start as it will appear in the most rapid reporting — without change of form or difference in application. All the flummery of a "corresponding" as differing from a "reporting" style of phonography has been discarded in this method, so that the pupil shall have nothing to unlearn and his progress may be more rapid than by any other system. For easy reference every illustrative line in the book is numbered, so that any word in the reading and writing exercises can be referred to readily, thus adapting the book to private, mail, or class instruction.

Previously illustrated principles appear in subsequent exercises to prevent the possibility of the student forgetting them, and to enable him to take dictation without resort to dictionaries.

This edition of the American Standard Text-book of Phonography differs from former editions of the work in arrangement, exemplification of the art, and adaptation of phonography to reporting in Spanish, the great commercial language of South American countries and of many of the outlying possessions of the United States.

The plan of the author has been to present in Part I. Text-book all the principles of the art; Part II. gives a résumé of the same and furnishes a complete reporter's guide to all kinds of reporting. The Readers and

other works are helps to the student desiring to take up one or more branches of the reporting profession. The auxiliary works may be used as books of reference or for piecemeal study and always as aids to the Text-book.

Legibility and uniformity could never be secured by the old phonography or any of the later modifications of it, owing to lack of principles in the systems. The plan in other methods is to depend upon arbitrary authority for the outlines. This system, however, presents new and heretofore undiscovered principles, which are scientific and easy to apply, and make it almost impossible for variance to exist in the forms of words, even by writers of the greatest individuality and inventive dispositions. These laws are illustrated all through Part I. Text-book, and specially treated in the chapters on Syllabication, Analogy, etc., in Part II. Text-book.

DIRECTIONS TO THE STUDENT OR TEACHER

THE lessons in this book are divided so as to convey all the instruction on one principle in one connection; thus, initial hooks form one lesson, though there are two of them; final hooks form another lesson, though three principles are involved; but the chapters are subdivided to treat one modification or hook at a time where any difference exists. One lesson may, therefore, be so brief as not to be long enough for the instruction of the student at one sitting, and then again another may be so long as to make it necessary to divide it into two or three lessons. The teacher or student must select as much matter as may be necessary to constitute what can be thoroughly mastered in a lesson.

SPELLING.

Phonography is a system of writing by sound. A student must therefore place himself in the position of a child, that is, disregard the method of spelling he has learned at school and write words in shorthand as the child would write them in the ordinary manner, spelling "though" *tho*, "through" *thru*, etc. When the art is learned, and longhand transcripts are made, the ordinary method of spelling will be used. At first, the spelling will be bad, as it were, but finally it will be made better than ever, because the practice of shorthand will cultivate correct spelling.

WRITING IMPLEMENTS.

A lead pencil is best to use till considerable facility is acquired in writing shorthand characters, then it would be well to practice enough with the pen to gain the same facility in its use. It is a mere matter of taste as to which instrument will be preferred by the writer. If a pen is selected, it should be a fountain gold, or flexible fine-pointed steel pen, with the action near the point. The stenographic pencil must be hard, of good color, without grit, and durable, make a clear mark and not rub out easily. The ordinary lead pencil, or a cheap article, is not suitable for shorthand work. The pencil should be handled the same as a pen in every move-

ment the stenographer makes in writing, that is, shaded characters should no more be made upward with a pencil than with a pen, as such habits would lead to difficulties in many ways, and besides would prevent changing to a pen in case of necessity.

READING NOTES.

To become a ready reader, practice reading aloud everything written. Reading will help to efficiency in writing, cultivate confidence and correctness, and prevent embarrassment and confusion when called upon to "read back."

LESSONS BY MAIL.

THIS work is arranged to give a complete course of instruction by mail, to those who cannot receive oral instruction. Many law and general stenographers have mastered the art in this way, the only disadvantage being as to time and speed practice, but a patient student following directions will succeed. To learn the system by mail instruction, memorize the principles given from the first to the eleventh page, commencing with the consonants. On page 12 will be found directions for preparing the lessons for the instructor; follow these, with the advice of the teacher, and success will be assured.

GENERAL ADVICE.

Stenographers receive recognition and increase of salary in proportion to their improvement and value to the employer, therefore it behooves every one to be a student constantly, keeping his eyes and ears open for information, style of composition, in fact everything pertaining to business, as well as spoken and written language. The stenographer's success depends upon his increasing his knowledge and skill. He must supplement his employer's work by that intelligence which will enable him to produce in many cases better composition than is dictated. In a business office the stenographer should be the literary head of the house.

DEFINITIONS.

Phonography, a description of the sounds of human speech; any system of writing by sound. Shorthand and Stenography are terms used synonymously with Phonography.

Stenographer, a professional term applied to a practical shorthand writer.

Stem, a shorthand consonant letter; *stroke* is used synonymously.

Dot, a vowel sign made like the printed period mark.

Dash, a shorthand vowel sign similar to a stem, but only one-eighth the length of a consonant.

Primitive, the root-word of a class of words, as "signify" is the primitive of *signified, significant,* etc.

Derivative, a word formed from a primitive, as "significance" from *signify.*

Abbreviation, any contracted shorthand form of a word.

Outline, a full consonant form of a word.

Analogy, the law governing likeness in the forms of words that should resemble each other in some particular, as  *what* and  *ever,*  *whatever.*

Syllabication, that principle in shorthand involving the writing of words in forms to represent each syllabic member; thus,  *un-in-habit-able.*

Phonograph, Graphophone, machines almost identically the same for reproducing sounds. These machines are not likely to supersede the pen, inasmuch as they are not flexible enough to suit the changes that must be made in speaking, interpolating, reconstructing, or changing. If developed enough to do satisfactory work in some lines of reporting, they will still be only instruments to help rather than displace the stenographer.

LESSON I.

CONSONANTS.

	LETTER.	NAME.	SOUND.		
ABRUPT ELEMENTS.		Pe	p	as	in *up, pay, copper*
		Be	b	"	" *ab, eb, bay*
		Te	t	"	" *it, time, looked*
		De	d	"	" *aid, dame, loved*
		Cha	ch	"	" *each, chest, match*
		Ja	j	"	" *jest, age, gem, edge*
		Ka	k	"	" *oak, can, echo*
		Ga	g	"	" *egg, guile, aghast*
CONTINUANT ELEMENTS.		Ef	f	"	" *if, laugh, phase, fun*
		Ve	v	"	" *eve, van, of, Stephen*
		Ith	th	"	" *thin, path*
		The	dh*	"	" *thy, thee, breathe*
		Es	s	"	" *us, ace, seal*
		Ze	z	"	" *zeal, as, was, ooze*
		Ish	sh	"	" *ash, shun, ocean*
		Zhe	zh	"	" *azure, vision*
LIQUID ELEMENTS.		La	l	"	" *ale, kill, lean*
		Er	r	"	" *ear, fur,* } two signs,
		Ra	r	"	" *rear, roar,* } but one sound
NASAL ELEMENTS.		Em	m	"	" *aim, ham, lamb*
		Emp	emp / emb	"	" *lamp, ember*
		En	n	"	" *an, no, know*
		Ing	ng	"	" *sing, ink*
COALESCENT ELEMENTS.		Wa	w	"	" *way, woo, persuade*
		Ya	y	"	" *you, euchre*
		Ha	h	"	" *wheel, hill, whole*

* *dh* is used to represent the heavy or sub-vocal sound of *th* as heard in the word *then*, in distinction from the aspirate sound heard in the word *thin*. As *d* is the cognate of *t*, so is *dh* the cognate of *th*.

DERIVATION OF THE LETTERS.

§ 1. Taking two cart wheels and cutting them into parts as shown in the following diagrams, gives four distinct straight stems and eight curves, which are made both light and heavy, thus doubling the number of signs. The straight stems represent the spokes, the heavy curves the felloes, and the light curve signs the tire of a wheel. These light and heavy signs represent all the letters of the English Phonographic Consonant Alphabet, except the letters Ha and Ra; thus,



§ 2. By studying the diagrams it will be easy to fix the direction of every stem or letter firmly in the mind.

§ 3. Shorthand is written in four directions instead of one direction, like long-hand. The groups of signs that are written in one direction may be classified thus:

LEFT INCLINED STEMS.

Pe, Be, Ef, Ve, Er, Wa

PERPENDICULARS.

Te, De, Ith, The, Es, Ze

RIGHT INCLINED STEMS.

Cha, Ja, Ra, Ha, La, Ya, Ish, Zhe

HORIZONTALS.

Ka, Ga, En, Ing, Em, Emp or Emb

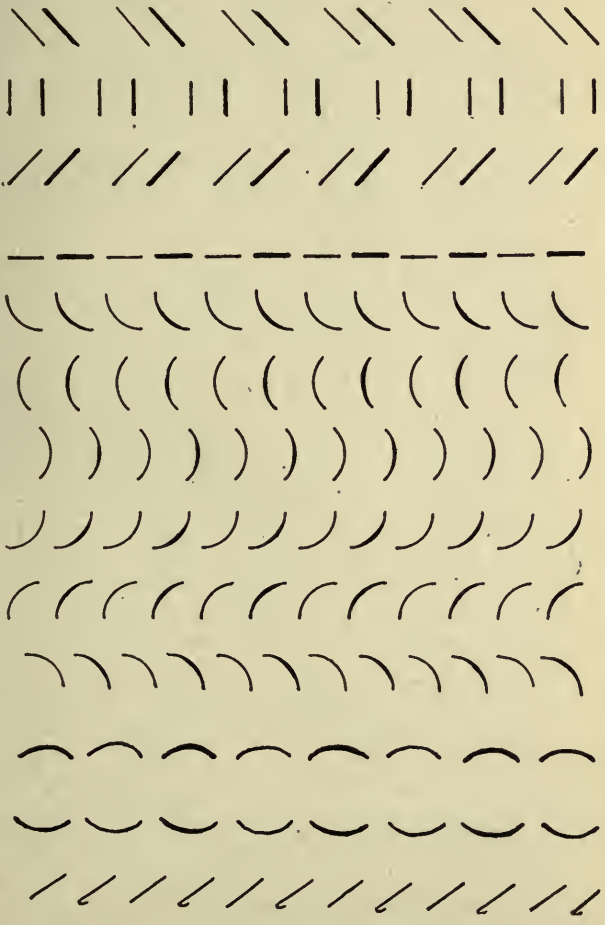
MANNER OF WRITING THE STEMS.

§ 4. Ra, Ha, and La are written upward; thus, *r*, *h*, *l*.

§ 5. The horizontals are written from left to right; thus, *k*, *g*, *n*, *ng*, *m*, *mp* or *mb*.

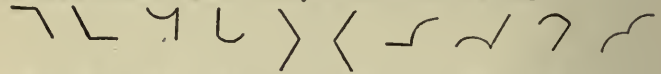
§ 6. All the other letters are written downward.

§ 7. The student should cover the names of the letters and speak them or write them from memory, and then cover the signs and write the shorthand letters from their names. This exercise will enable one in a short time to memorize the consonant alphabet.



RULES FOR WRITING AND JOINING THE STEMS.

RULE I. — In these exercises the first *upward* or *downward* stem in the consonant outline of a word must rest on the line of writing.



kp, pk, nt, tn, p ch, ch p, kl, mr, m ch, ll.

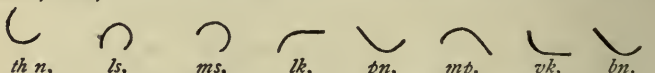
NOTE. — Horizontal letters preceding inclined stems must be written so the second stem will conform to the rule, as shown in *kp*, *kl*, and other letters above.

RULE II. — To double a straight consonant make it twice its length and let the second half of the stem extend *above* or *below* the line (depending upon whether the stem is written upward or downward) continuing from the point where the first one leaves off, without making an angle or change in the direction of the stem, writing the first one in accordance with Rule I., as shown in *pp*, *rr*, etc., in the illustrations below; but to double a curve consonant an angle must be made between the stems; thus,



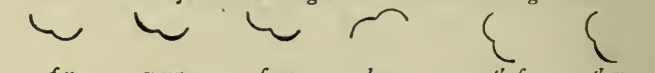
pp, bb, tt, jj, gg, rr, rr, ll, mm.

RULE III. — The following or similar joinings, where there is no angle between the stems, should be written without hesitation or stopping of the pen between the finishing of one stem and the beginning of the next, the movement in writing them both being the same as though forming but one letter; thus,



th n, ls, ms, lk, pn, mp, vk, bn.

RULE IV. — Always make an angle between the following stems:



f n, v ng, f ng, l m, th f, th v.

RULE V. — When two or more stems are used in the outline of a word, they are written without lifting the pen, the next one beginning where the preceding one ends; thus,



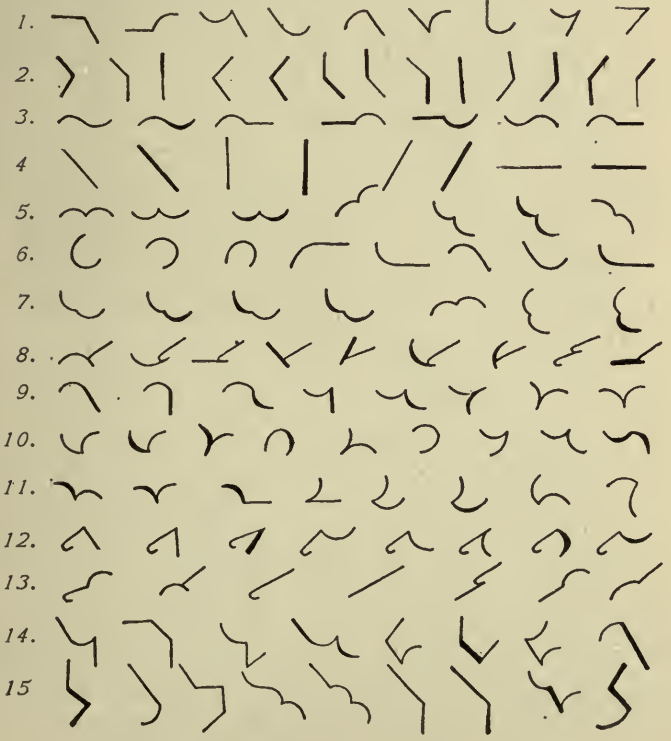
bnt, slm, rml, mmr, npl.

RULE VI. — The hook on Ha cannot be made perfectly when *h* is joined to some of the other stems; in which case an imperfect hook or off-set may be made, which will be just as legible as the complete hook; thus,



READING EXERCISE.

§ 8. The student should transcribe the letters in the following outlines, by writing them in longhand; thus, *kp*, *kl*, *np*, etc.



§ 9. The full consonant outline of a word is first written in phonography, without lifting the pen or paying any regard to the vowels. The practice afforded on the consonants in the following exercise should firmly fix each one of them in the mind so that the student's future progress will be rapid. The exercise should be written over several times.

WRITING EXERCISE — LETTERS.

Pp, pb, pt, pd, pch, pj, pk, pg, pf, pv, pth, pdh, ps, pz, psh, pl, pr (downward *r*), pr (upward *r*), pm, pmp, pn, png, ph; bp, bb, bt, bd, bch, bj, bk, bg, bf, bv, bth, bdh, bs, bz, bsh, bzh, bl, br (down *r*), br (up *r*), bm, bmp, bn, bng, bw, by, bh; tp, tb, tt, td, tch, tj, tk, tg, tf, tv, tth, ts, tz, tl, tr (down *r*), tr (up *r*), tm, tmp, tn, tng, tw, ty; dp, db, dt, dd, dch, dj, dk, dg, df, dv, dth, ddh, ds, dz, dl, dr (down), dr (up), dm, dmp, dn, dng, dh; chp, chb, cht, chd, chch, chj, chk, chg, chf, chv, chs, chz, chsh, chl, chr (down), chr (up), chm, chmp, chn, chng; jp, jb, jt, jd, jj, jk, jg, jf, jv, js, jsh, jl, jr (down), jr (up), jm, jmp, jn, jng, jh.

RULE I. must be applied in writing the following paragraph:

Kp, kb, kt, kd, kch, kj, kk, kg, kf, kv, kth, ks, ksh, kl, kr (up), km, kmp, kn, kng, kh; gp, gb, gt, gd, gch, gj, gf, gv, gth, gdh, gs, gz, gsh, gl, gr (up), gm, gmp, gn, gng, gh; mp, mb, mt, md, mch, mj, mk, mg, mf, mv, mth, ms, mz, msh, ml, mr (up), mn, mmp, mng, mh; np, nb, nt, nd, nch, nj, nk, ng, nf, nv, nth, ns, nz, nr (down), nr (up), nm, nmp, nn, nng, nw, ny, nh; ngk, ngsh, ngw.

Fp, fb, ft, fd, fch, fj, fk, fg, ff, fv, fth, fs, fl, fr (down), fr (up), fm, fmp, fn, fng; vp, vt, vd, vch, vj, vk, vg, vv, vl, vr (down), vr (up), vm, vmp, vn, vng; thch, thk, thf, thv, ths, thr (up), thm, thmp, thn, thng; sp, sb, st, sd, sch, sk, sf, sv, ss, sl, sr (down), sr (up), sm, smp, sn, sng; zl, zr (down), zr (up), zm, zmp, zn, zng; shp, shb, sht, shd, shk, shg, shf, shv, shth, shdh, shr (down), shm, shmp, shn, shng; lp, lb, lt, ld, lj, lk, lf, lv, lth, ls, lz, lr (down), lr (up), lm, lmp, lmb, lw, lh; wt, wk, wl; hp, hb, ht, hd, hch, hj, hk, hg, hf, hv, hth, hs, hz, hl, hr (up), hn, hng, hh.

LESSON II.

SIMPLE VOWELS.

§ 1. There are twelve simple vowels in the English language. Six of them are long and six short. They are represented by similar signs made light and heavy, the same as *p* and *b* and other mated consonants, but instead of being strokes they are dots and dashes, and are written by the side of consonant stems in three positions; thus:

LONG VOWELS.

	DOTS.			DASHES.		
SOUND:	ē	ā	ah	aw	ō	ōō
SIGN:						 HEAVY.
MNEMONIC:	*we*	g*a*ve	*a*lms,	*a*ll	c*o*ld	f*oo*d.

SHORT VOWELS.

SOUND:	ĭ	ĕ	ă	ŏ	ŭ	ŏŏ
SIGN:						LIGHT.
MNEMONIC:	*it*	f*e*ll	fl*a*t,	*o*n	p*u*p's	f*oo*t.

§ 2. The vowels are called *first, second,* and *third place vowels* to designate which position they belong to, and what vowel is represented; as, "first-place heavy dot" is *ē*, "second-place heavy dash" is *ō*, "third-place light dot" is *ă*, etc., thus:

LONG VOWELS—HEAVY SIGNS.				SHORT VOWELS—LIGHT SIGNS.		
BEGINNING OR 1ST PLACE	MIDDLE OR 2D PLACE	END OR 3D PLACE		BEGINNING OR 1ST PLACE	MIDDLE OR 2D PLACE	END OR 3D PLACE
 lea,	 lay,	 la,		chip,	 bell,	rat,
 raw,	 row,	 coo,		rip,	 dell,	chat,
 caw,	 hoe,	 poo,		 lop,	 tuck,	pull,

§ 3. Observe that the *beginning* or *first-place vowels* are written where the *stem commences.* The "first place" for stems that are made downward, like *p*, etc., is at the top, while a "first-place" for La, Ra, and Ha is at the bottom, because these stems begin at that point and are made upward. *Second-place* vowels are always written in the middle, and *third-place* at the final end of stems.

MANNER OF WRITING VOWELS.

§ 4. The easiest way to make a vowel is to touch the paper lightly with pen or pencil; if the vowel is long, pressure upon the pen will form it, if a dot vowel; but the pencil should be pressed and turned in the hand at the same time to form a heavy dot. The dash vowels are formed with a movement and a light or heavy pressure on the paper according as the vowel is long or short. Vowels should never be gone over a second time to make them heavy, as that will lengthen them or destroy or mutilate their shape so as to make it doubtful whether they are dot or dash vowels or intended to be light or heavy. The first and third place vowels must be written at the side of and before or after the beginning or end of stems; second-place vowels at the side of and before or after the middle of stems. The dashes are made at right angles to the stem, in the four directions in which the stems are written, as shown in the illustrations of the vowel alphabet above.

§ 5. All the consonants occurring in a word should be written without lifting the pen and before the vowels are inserted.

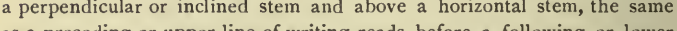
MANNER OF READING VOWELS.

RULE VII. — A vowel heard before a consonant is written to the left of a perpendicular or inclined stem and above a horizontal stem, the same as a preceding or upper line of writing reads before a following or lower line, or as figures read from left to right or in columns from top to bottom; thus,  ape,  ode,  odd,  eke.

RULE VIII. — A vowel heard after a consonant is written to the right of a vertical or inclined stem and below a horizontal stem; thus,

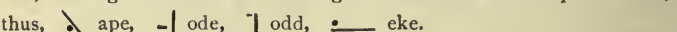
 pa,  raw,  shoe,  caw,  mow.

RULE IX. — *First-place vowels occurring between stems* must be written *after* the first consonant: and *third-place vowels before* the second stem; thus,



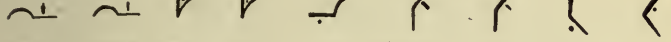
beam, balm, pick, pack, bock, book, Paul, pool.

§ 6. This rule is made to avoid the ambiguity that would occur between first and third place vowels if written within the angle; thus,



beam or *balm*, *pick* or *pack* *bock* or *book*, *Paul* or *pool*.

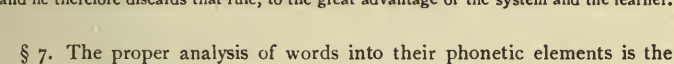
RULE X. — The second-place vowels may be written to either the first or second stem as will be most convenient for the writer; thus,



moke, muck, dale, dell, gale, Choate, Judd, tape, Jep.

NOTE. — Heretofore there has been a rule governing the division of the second-place vowels between stems, by writing two of them after the first consonant, and the other two before the second stem. The author found that the rule led into rather than prevented confusion, and the distinction sought to be obtained by it was more theoretical than practical, and less necessary than a distinction between long and short first and third place vowels where no distinction has ever been made by any author of phonography, and he therefore discards that rule, to the great advantage of the system and the learner.

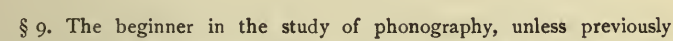
§ 7. The proper analysis of words into their phonetic elements is the most important step the pupil can take to arrive at skill in writing. Therefore when a word is to be written in shorthand *its elements must be separated;* thus,



n-aw, not *gnaw;* ā-k, not *ache;* k-ō-m, not *comb;* k-ō-p, not *cope;* t-ŭ-ng, not *tongue;* t-ŭ-ch, not *touch.*

§ 8. The learner can see by this that he must not allow the common spelling to mislead his judgment in writing words phonographically, as there are no silent letters in phonography. The silent letters of ordinary writing and printing are not represented in phonography, because words are spelled phonetically.

§ 9. The beginner in the study of phonography, unless previously trained in phonetic analysis, may not be able to distinguish between the third-place heavy dot and first-place heavy dash vowel sounds. If the following words are pronounced slowly, and each element separately, several times over, and then written in phonography, it will be easy to distinguish the difference in sound; thus,



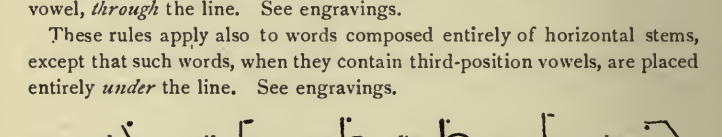
pa, paw; ma, maw; la, law; hah, haw.

POSITION.

As one cannot, especially when writing very rapidly, insert *all* the vowels required, it is found advantageous to indicate some of the vowel sounds by placing words in three different positions with respect to the line of writing, very much in the manner in which vowels themselves are placed in three positions with respect to the consonant stems. The positions so utilized are: first, *above* the line of writing; second, *on* the line; and third, *under* or *through* the line, the latter depending upon whether the word is or is not composed entirely of horizontal stems; it being evident that horizontal stems, having the same direction as the line of writing, cannot be written through it. See engravings.

If a word contains a first-position vowel, and is composed either wholly or partly of vertical or inclined stems, the first vertical or inclined stem should be written well *above* the line, though the remaining stems may rest upon, or even pass through, the line. If a word composed of stems of the character described contains a second-position vowel, the first vertical or inclined stem should be written *on* the line; if a third-position vowel, *through* the line. See engravings.

These rules apply also to words composed entirely of horizontal stems, except that such words, when they contain third-position vowels, are placed entirely *under* the line. See engravings.

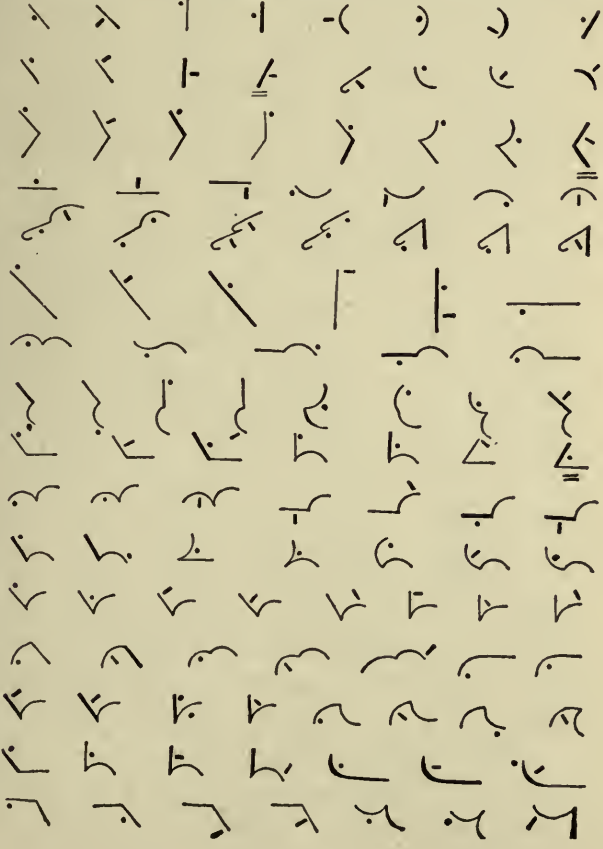


If a word contains two or more syllables, it is placed in the position indicated by the *accented* vowel. Many good writers do not apply the rules for position to words containing more than *two* syllables, preferring to write such words ON the line, endeavoring to insert as many vowels as time will permit.

The reading exercises in this book are not placed in vowel position, in accordance with the rules given, for two reasons: first, because it would deprive the student of much needed practice in the application of the rules; and second, because it would make the shorthand plates very irregular, and would thus consume too much space. Students should, however, rigidly observe the rules for position in the preparation of all their exercises.

READING EXERCISE.

§ 10. The pupil should transcribe the following words into plain and correctly spelled longhand writing, and then afterwards rewrite them in phonography, without referring to the book for their correct forms till they have all been written, when a comparison can be made with the engravings below to see if the work is correct, and to verify it if it is not.



DIRECTIONS FOR MAIL INSTRUCTION. — The pupil taking lessons by mail should study carefully all the principles explained in each lesson and transcribe the words engraved in the Reading Exercises, then proceed to write in shorthand the Writing Exercises for the teacher's instructions. The words should be written only on every other line of the paper, the blank line being used by the teacher for the corrections. The words in the following exercise should be written according to the rules which they are intended to illustrate.

In this exercise write only lines 1, 3, 5, 8, 9, 10, 12, 14, 16, for the teacher's corrections and instructions.

The student under the instruction of an oral teacher, or studying with the help of the books alone, need not be guided by the directions given for mail instruction.

LONG VOWEL WRITING EXERCISE.

Rule VII. applies to writing the following words:

1. Eat, eke, eve, eel; ape, ate, aid, age, ache, ace, ale, ail
2. Abe; ope, oat, ode.

Rule VIII. applies to writing the following words:

3. Pea, tea, fee, lea; bay, fay, lay; pa, baa, la, hah; paw,
4. Thaw, shaw; Poe, bow, dough, Joe, foe, lo, low, woe,
5. Hoe; pooh, sou, shoe, woo; key, ma, gnaw, maw, coo.

Rule IX. applies to writing the following words:

6. Peach, peek, peal, peel, beach, beech, beam, teach, teeth,
7. Teem, deep, deem, sheep, cheek, keel, thief, cheap, theme,
8. Thieve, zeal, leap, leech, liege, leak, leaf, leave, leal, meek,
9. Meal, heap, heat, heed, heath; Paul, ball, tall, chalk, balk,
10. Hawk; balm, calm, palm; doom, boom, booth, tooth.

Rule X. applies to writing the following words:

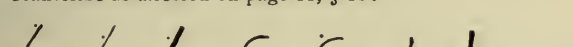
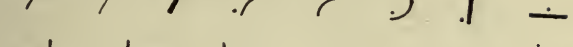
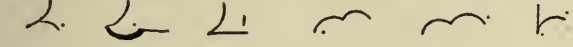
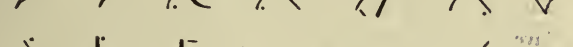
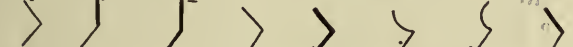
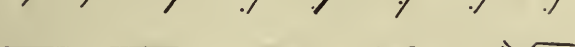
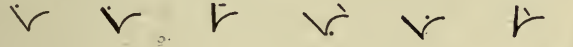
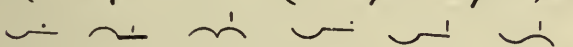
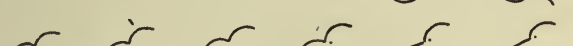
11. Pope, poach, poke, pole, bowl, choke, joke, cope, coach,
12. Coke, coal, comb, goal, foam, vogue, lobe, loath, mope, mole,
13. Hoed; pale, pail, bail, bale, tail, tale, babe, bake, tape, tame,
14. Dale, dame, cape, cage, cake, gale, game, faith, fame, shape,
15. Shake, lake, lame, mail, male, maim, hate.

Use the rules applicable to writing the following words:

16. Cape, coop, team, gage, poke, path, game, pique, peak,
17. Deep, daub, dole, loom, loam.

READING EXERCISE.

§ 11. Transcribe as directed on page 11, § 10:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 

INSTRUCTIONS BY MAIL. — The student taking lessons by mail should write lines 3 7, 10, 11, 13, 14, for the teacher's corrections and instructions.

SHORT-VOWEL WRITING EXERCISE.

Rule IX. applies to writing the following words :

1. Pitch, pick, pig, pith, pill, pink, big, bill, tip, tick, dip, ditch,
2. Dig, dim, ding, chip, chick, chill, jib, jig, gill, kip, kick,
3. King, kink, gig, Fitch, vim, thick, zinc, ship, lip, lick,
4. Live, lill, limb, myth, miff, mill, milk, nip, nib, niche ;
5. Pop, bog, top, dog, dodge, doll, dong, chop, job, jog, cob, cog
6. Gong, fop, fob, lop, thong, shop, shock, lodge, lock, loll,
7. Mop, mob, mock, moth, knob, notch, knock, dock ; patch,
8. Pack, batch, badge, back, bag, tack, tag, tank, chap,
9. Jack, jag, cab, catch, cash, gag, gang, fag, fang, thatch,
10. Sham, shank, lap, lamp, hack, lamb, map, match, nap, knap,
11. Knack, nag, knag, gnash, nash ; push, bush, pull, book,
12. Shook, nook.

Rule X. applies to writing the following words :

13. Peck, peg, beg, bell, death, dell, check, gem, keg, ledge,
14. Neck ; puck, pug, bug, bung, tub, touch, tug, tongue, dull,
15. Dumb, judge, cub, gush, gull, gum, fudge, thumb, luck,
16. Love, lull, lump, mug, muck, muff, mum, nudge.

LESSON III.

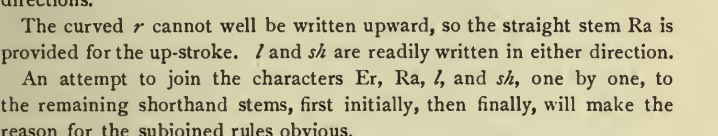
R, L, AND *SH.*

The general direction of shorthand stems (excepting horizontal stems) is down; the exceptional direction, up; but so frequently do *r*, *l*, and *sh* recur, that in order to join them quickly and legibly to other stems, it becomes necessary to make provision for writing them in both these directions.

The curved *r* cannot well be written upward, so the straight stem Ra is provided for the up-stroke. *l* and *sh* are readily written in either direction.

An attempt to join the characters Er, Ra, *l*, and *sh*, one by one, to the remaining shorthand stems, first initially, then finally, will make the reason for the subjoined rules obvious.

By writing these consonant stems in more than one direction, it is possible to make, without the use of vowels, convenient and important distinctions between such words as : —



These rules apply to syllables as well as to words, but in all cases only to simple stems; that is, stems unencumbered by hooks, circles, or other devices which will subsequently be learned.

THE TWO *R*'S.

Ra may properly be called initial *r;* Er, final *r*, for it is the intent in Pitmanic shorthand to use Ra when *r* is the first sound in a word or syllable, and to use Er when *r* is the last sound, and so far as is practicable this usage is conformed to. But as Er cannot be legibly joined to some stems nor Ra to others, the following rules — which are really exceptions to this statement — are made necessary:

WHEN TO USE ER.

RULE XI. — Always use Er when *r* is the last sound in a word or syllable, or when it is immediately preceded by a vowel. See line 1.

RULE XII. — Always use Er *before* the following consonants: *m*, *mp*, *Er*, and downward *sh*, regardless of a preceding or following vowel. See lines 1 and 2.

SPECIAL RULE. — Should *r* be the only stem consonant in a word that begins and ends with a vowel, use Er. See line 2.

WHEN TO USE RA.

RULE XIII. — Ra is used when *r* is the first sound in a word or syllable, or when it is immediately followed by a vowel. See line 3.

RULE XIV. Part I. — Always use Ra before the following consonants : *t, d, ch, j, f, v, th, ȯh, s,* and *z,* regardless of a preceding or following vowel. See line 3.

Part II. — Always use Ra *after k, g, m, mp, th, dh,* Ra, and *h.* See line 4.

RULES CONCERNING EL AND LA.

Upward *l* is called La; downward *l* is called El. See p. 21, § 3.

Use La (upward *l*) in all cases except the following:

RULE XV. — Use El when *l* is preceded by a vowel and immediately followed by *k* or *m.* See line 5.

RULE XVI. — Use El when *l* is final after simple *f, v, n,* Ra, or *h.* See line 6.

RULE XVII. — Use El when *l* is immediately followed by *g,* or any other heavy horizontal stem. See line 7.

RULES CONCERNING ISH AND SHA.

Upward *sh* is called Sha; downward *sh* is called Ish. See p. 21, § 3.

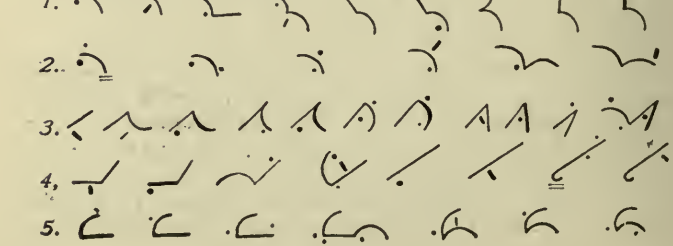
Use Ish (downward *sh*) in all cases except the following:

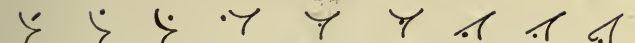
RULE XVIII. — Use Sha when *sh* immediately follows *t, d, f, v, h,* or Ra, unless followed by a vowel after the letter *f* or *v.* See lines 8 and 10.

RULE XIX. — Use Sha for *sh* whenever *l* and *sh* come together. See line 9.

ILLUSTRATIONS AND READING EXERCISE.

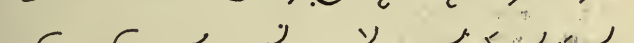
§ 1. The student should read and transcribe this exercise in connection with studying the rules presented above.

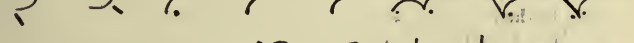


6. 

7. 

8. 

9. 

10. 

* = Indicates proper names.

INSTRUCTIONS BY MAIL. — The student taking lessons by mail should write lines 1, 3, 6, 8, 9, 10, 12, 13, 14, 15, for the teacher's corrections, in accordance with the instructions given in Lesson II.

WRITING EXERCISE — WORDS.

1. Ear, oar, ark, arm, orb; pier, pore, peer, tear, tier, tore,
2. Par, four, boor, fear, door, jeer, veer, sheer, lore;
3. Array, Erie, eerie, eyrie; Ray, row, raw, reap, rope,
4. Rate, wrote, road, reach, rage, rake, rogue, ream, Rome,
5. Roam, rock, rug, rack, rig, rip, wrap, rap, rot, wrought, rut,
6. Red, rich, wretch, ridge, ring, rim, rum, ram; Nero,
7. Zero, ferry, Perry, bury, berry, cherry, roof, reeve, wrath,
8. Wreath, wreathe, razee, arch, rayed, roared, core, corps,
9. Gear, geer, mere, mar, theory, rear, roar, Harry, hero;
10. Elk, ilk, alack, alum, elm, foal, vale, veil,
11. Veal, reel, roll, rail, rill, Hill; knell, nail, knoll, null,
12. Lung, Lang, lank, lag, lug, leg, log, league, Alleghany;
13. Tush, dish, dash, Dosh, rash, hash, rush, hush, fish; shawl,
14. Shield, shoal, shallow, leash, lash, lush, demolish, militia,
15. Nellie, Lena, kingly; Olney, valley, rally, vichy, fishy,
16. Nash, sham, cash, gash, push, bush, babyish, bishop.

LESSON IV.

EXTRA VOWELS.

§ 1. For the purpose of distinction between words and as an aid to correct pronunciation, this system provides signs for the modified *u* and *a* vowel sounds heard before the consonant *r* in English.

§ 2. Short *u*, as heard before *r*, has the sound of *e* as in *err*. This element is represented by a light dash written in the second position parallel to the consonant stem. See line 1 of engravings below.

§ 3. The sound of *a*, as heard in *air*, is represented by a dash sign written in the third position parallel to the stem. See line 2 of the engravings.

§ 4. The importance of these vowels may be seen in the distinction secured in the following class of words illustrated in line 3 of the engravings.

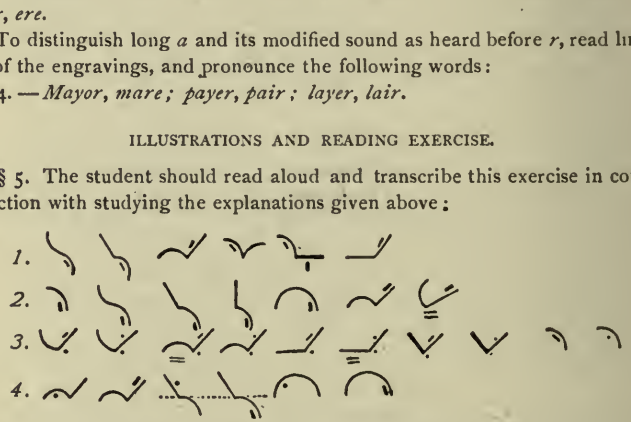
3. — *Furry, ferry; Murray, merry; Currie, Kerry; Burry, berry; err, ere.*

To distinguish long *a* and its modified sound as heard before *r*, read line 4 of the engravings, and pronounce the following words:

4. — *Mayor, mare; payer, pair; layer, lair.*

ILLUSTRATIONS AND READING EXERCISE.

§ 5. The student should read aloud and transcribe this exercise in connection with studying the explanations given above:



INSTRUCTIONS BY MAIL. — The student should write all the words in this exercise for instruction by mail.

WRITING EXERCISE — WORDS.

1. Fur, fir, purr, per, earl, early, ergo, herb, herbage, herbal,
2. Myrrh, cur, Kerr, Percy; air, heir, pare, pair, pear, bare,
3. Tare, tear, dare, fare, fair, lair, Thayer, rare, rarer.

LESSON V.

DIFTHONGS.

§ 1. The regular difthongs are four in number, as follows:

SIGN:	v	>	^	<
SOUND:	I,	oi,	ow,	ew.
MNEMONIC:	*My,*	*boy's,*	*owl,*	*flew.*

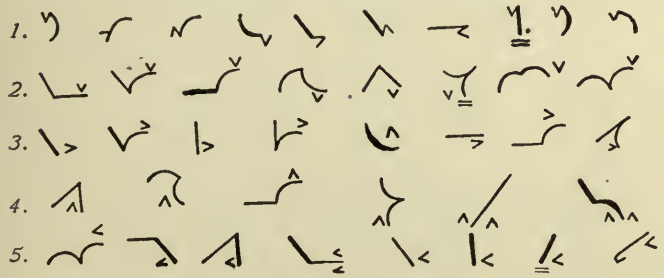
The difthong signs are derived from a figure like the end of a sawbuck, or letter X, the part opening upward representing *i*, leftward *oi*, downward *ow*, rightward *ew*; thus:



§ 2. By this arrangement positive values are secured for the difthongs, and they cannot conflict with each other, because they differ in form. They may all be written in the third position, this position favoring speed. Position as here mentioned refers to the relation of *difthong* to *consonant* and not that of words. The words themselves are written above the line, or in first position, if they contain *I* or *oi*, and in third position, if they contain *ow* or *ew*.

§ 3. They are also joined to stems initially or finally, as illustrated in line 1 of the engravings, which corresponds with line 1 of the Writing Exercise, page 20.

ILLUSTRATIONS AND READING EXERCISE.



INSTRUCTIONS BY MAIL. — The student may write all of the words in the following exercise in a lesson by mail:

WRITING EXERCISE — WORDS.

1. Ice, oil, owl, vie, buoy, bow; cue, Ida, eyes, ire,
2. Pie, Ike, guy, fie, thigh, sigh, shy, lie, nigh, isle, aisle,
3. Pipe, tithe, dike, chime, gibe, hide, guile, life, lime,
4. Mile, knife; boy, boil, toy, toil, coy, coil, roil, roily, foil;
5. Cow, dow, vow, row, couch, pouch, mouth, vouch, chow-chow,
6. Pow-wow; pew, due, dew, chew, Jew, sue, lieu, Hugh, hew,
7. Duke, cube, mule, rue, rude, review, Mayhew, Jehu, Lehigh.

LESSON VI.

NAMES OF THE CONSONANTS.

§ 1. When the name of a consonant ends with a vowel, the long sound of the vowel should be used in pronouncing the name; thus: Pē, Bē, Lā, Rā, Chā, Jā, Kā, Gā, Hā.

§ 2. But when a vowel precedes a consonant in the name, it should be given the short sound; thus: Ĕf, Ĭsh, Ĕn, Ĭng, etc.

§ 3. The consonants should be called by their names, instead of the letters they represent, so that teacher and student can make themselves understood as to what letter is meant in speaking of a shorthand form, and whether the letter be written upward or downward; as, for instance, La for upward *l*. El for downward *l*. Sha for upward *sh*. Ish for downward *sh*. Er for the curve sign for *r*, and Ra for the straight stem *r*.

§ 4. Besides the convenience in calling the letters by their names, it is also an aid to readiness of reading shorthand notes, because the names suggest the sounds, whereas the letters do not. To illustrate: if in reading words written in shorthand one says *r-ch-r*, that would suggest the word *archer*, if any word was suggested at all; but if Ra-Cha-Er were pronounced, the word *richer* would at once be suggested by the sounds of the names, which would be correct. If the letters *p-ng-k* were spoken, no one would know what word was meant, nor would they suggest a word composed of those letters; but if the names of the letters were pronounced, thus, Pe-Ing-Ka, the word *pink* would at once be suggested, which would be correct.

NAMES OF THE VOWELS AND DIFTHONGS.

§ 5. When a vowel is spoken of it should be called by its sound and not by the letter; thus: *ē, ā, ä, aw, ō, o͞o; ĭ, ĕ, ă, ŏ, ŭ, o͝o; ē, å; ī, oi, ow, ew.*

§ 6. It is quite natural in speaking of a vowel letter to say, for instance, *i* or *e* or *a*, with the resulting confusion in the mind of the listener as to which of the two sounds of *i*, or the three sounds of *e*, or the five sounds of *a*, is meant. So the student of phonography, to speak correctly, should call the letter by its sound, and not by its ordinary orthographic name. To illustrate: bĭt, not *b i t*, as that would be *bite*; bă d, not *b a d*, as that would be *bade*; bĕd, not *b e d*, as that would be *bead* when *bed* was intended.

LESSON VII.

PUNCTUATION POINTS AND TYPOGRAPHICAL MARKS.

§ 1. The following points are used in shorthand writing:



PERIOD. — This is the most important point of punctuation and should never be omitted.

DASH. — Necessary to indicate breaks in sentences or convey the sense in a broken style of speaking.

PARENTHESES. — Used as an aid to the sense in the absence of commas and semicolons, which are impracticable in shorthand reporting.

BRACKETS. — To enclose explanatory matters thrown in by some one other than the speaker, or to indicate what the reporter saw in connection with what he heard, eyes as well as ears being necessary to make a good report.

INTERRUPTION. — Indicates an unfinished sentence, or blank, or name which may have been omitted by interruption or mishearing.

HYPHEN. — Occasionally necessary to indicate compound words.

EMPHASIS. — To underscore a word or sentence for particular stress.

CAPITALIZER. — Written under a word to indicate a proper name or initial.

CARET. — Made longer and larger than the ordinary caret, to indicate an omission of one of more words, which are indicated thus: Scott- Book of Browne's Business Letters.

PLEASANTRY. — To indicate mirthful feeling in shorthand correspondence.

INTERROGATION. — A question mark for shorthand letter-writers' use.

EXCLAMATION. — To denote wonder or surprise in letter-writing.

ET CETERA. — Etc.

&c. — And so forth.

§ 2. Other signs and directions for punctuation are given in Chapter XXVII. of Part II., Text-book of Phonography, which are specially useful to the general stenographer.

§ 3. The signs used in the transcripts of shorthand notes are as follows:

. PERIOD. — To mark the close of a sentence or to indicate a contraction, as *G. W.* Clark; *Gen.*, general, etc.

: COLON. — To indicate a following quotation, enumeration, or illustrative example.

; SEMICOLON. — For use between closely connected members of a sentence.

COMMA. — To set off a clause in a sentence, or to mark interposed or transposed elements.

— DASH. — A suspensive pause, to mark an emphasis or interruption, or explanatory matter.

() PARENTHESES. — To include remarks thrown in by the writer, which might have been omitted without injuring the sense.

[] BRACKETS. — To include explanatory remarks made by an editor or another person, in matter written by some one else; or to indicate the remarks of an audience; as, [Hisses], [Laughter], [Hear, hear], [No, no].

" " DOUBLE QUOTATIONS. — To mark the words of another as repeated by one's self; to inclose illustrative matter; may also be used in shorthand.

' ' SINGLE QUOTATIONS.— To mark a quotation *within* a quotation.

? INTERROGATION. — To mark a question asked.

(?) DOUBT. — To indicate an uncertainty or an intention to ridicule.

! EXCLAMATION. — To show earnestness or jest. When two or more points are used in succession, it increases the force of expression.

(!) WONDER. — To mark surprise or irony.

∧ CARET. — To indicate where an omission is inserted.

' APOSTROPHE. — To indicate an elision in a word, as, I'm, *I am*, 'twas, *it was;* didn't, *did not;* and the possessive case, as, Jones' house, nobody's darling.

§ 4. For an exhaustive treatise on punctuation, including other marks used in printing, see any good work on Composition and Rhetoric, or auxiliary books on Punctuation.

LESSON VIII.

ABBREVIATIONS.

§ 1. As longhand is abbreviated for rapid writing, shorthand must also be contracted to give sufficient speed for reporting purposes. There is a prevalent notion that phonography as compared with longhand is so short a system of writing as to be adequate without abbreviation for all purposes for which it must be used, but this is a mistake. While it is seventy-five per cent briefer than longhand as written in its simpler form, it is still not short enough to give the desired speed, and therefore the necessity to resort to some means of abbreviation.

§ 2. Two principles are involved in the method of abbreviations employed. One is to cast out the vowels to a large extent and contract words to a single syllable, or even in some cases to a single letter of a word, by making abbreviated signs stand for whole words.

§ 3. By a nice calculation it has been determined that the vowels constitute one-third of the letters used in words, and that about one hundred words constitute two-thirds of the words used in English speech.

§ 4. By making arbitrary signs for the one hundred words placed in position to indicate the prevalent vowel, one sweeping and at the same time legible method is secured for writing rapidly without placing much labor on the brain in memorizing the forms of words.

§ 5. Up to this point of the study the pupil has written what is styled full phonography. From this place on he will write what may be called phono-stenography, that is, brief or compact writing, by contracting a great many frequently occurring words into special abbreviations.

POSITION.

§ 6. The principle observed in placing the contracted forms in position to represent the strongest vowel element is to write first-place vowel words half the height of a "*t*" stem above the line, like *by*, *dollar*, or *each*, unless a horizontal, in which case it is placed the full height of a "t" stem **above** the line, like *give*, *in*, or *thing;* **on** the line for all kinds of stems for the second position; **through** the line for upright or inclined stems for the third position, like *at*, *large*, or *few*, and **under** the line for horizontal letters, like *ago*, *own*, and *language*, as seen in the engraved list on page 26.

§ 7. It has not, however, been possible always to place the word in position according to its vowel representation, because in the case of some

words there would be conflict or confusion, leading to errors in reading, if every word were placed according to the vowel rule of position.

§ 8. In case of conflicting words the rule is observed to write the most frequently occurring word ON THE LINE. This makes a distinction and favors speed, as may be observed by examining the words *by* and *be*, *each* and *which*, *no* and *own*.

§ 9. The vowel signs for abbreviations are, however, placed in but two positions, with the exception of the signs for *and* and *how*, which are in their proper places under the line, the third position for brief signs. All the *second* and *third place vowels* are put ON THE LINE, and the *first place and no other* are written ABOVE THE LINE, as in *of*, *on*, *ought*, *awe*, etc. The direction of the vowels may seem to be somewhat changed as they stand alone in the three directions assumed for them, but that is only wrong imagination, because the vowels occur in all these directions as they are written at right angles to differently inclined stems.

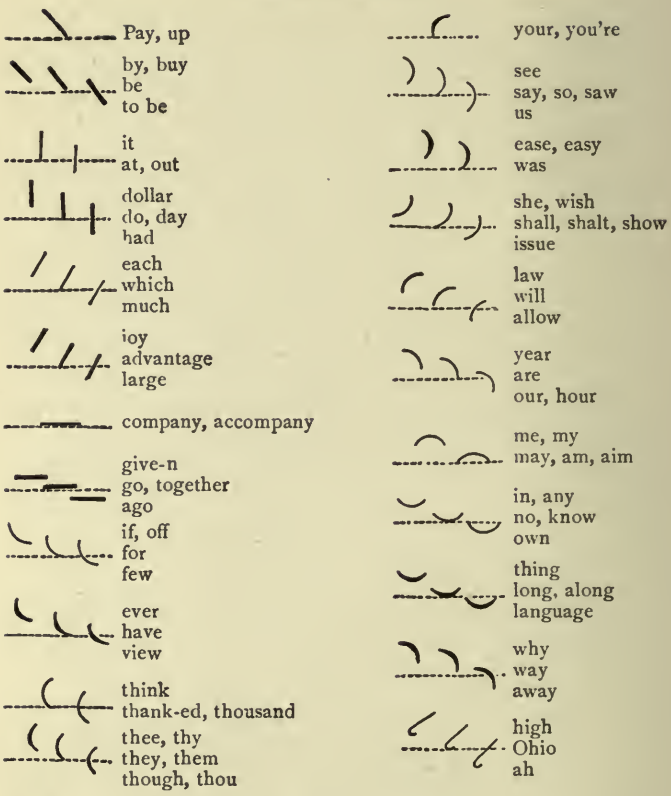
EASIEST WAY TO LEARN THE ABBREVIATIONS.

§ 10. To fix in the mind a word represented by a single sign and then practice writing it several times in connection with repeating the word is one method that some students pursue to advantage. Others find it easier to learn the signs in groups, according to the three positions, repeating the words represented by the three signs in their rhythmic order as they write them; thus, *by*, *be*, *to be* ; *dollar*, *do*, *had* ; *each*, *which*, *much* ; *if*, *for*, *few* ; *law*, *will*, *allow* ; *she*, *shall*, *issue*, etc. This method is regarded by the author as the best in learning the first list of signs, or any list that can be arranged in the three positions having the same consonant form, as it distinctly fixes the word and position in the mind by comparison. There is still another method to practice, after the first two have been tried, that will permanently fix the signs in the memory, *and that is to write the* **sentence exercises** *on each opposite page over and over again, and then transcribe them into longhand without the aid of the list, if possible.*

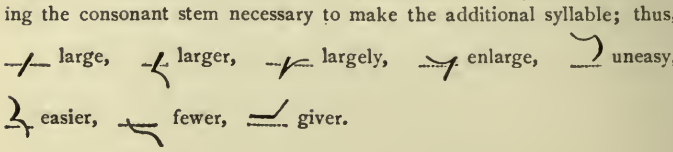
§ 11. The observance of position in writing the abbreviations is above all else most necessary, because the signs become worthless or confusing the moment they lose their position, or are interchanged. The position is just as essential as the sign itself.

INSTRUCTIONS BY MAIL. — As the student can refer to the lists of abbreviations through the book to see if he has written the practice exercises on them correctly (beginning with the one on the next page), it is unnecessary to send such exercises or lessons to a teacher. But each exercise should be practiced in his home study till it can be written and read fluently.

SIMPLE STEM SIGNS.



§ 12. The derivative form of an abbreviation is expressed by joining the consonant stem necessary to make the additional syllable; thus,



WRITING EXERCISE ON SIMPLE STEM ABBREVIATIONS.

1. Which dollar will they give? Are they to be given together?
2. They saw *us* in our ease so easy, though *she* was easier.
3. Will they accompany me by your wish? No; go thank them.
4. Go at it together. No advantage in large company any way.
5. Buy it for each, if to be had at any advantage in Ohio.
6. Give me my wish so they may issue it. Do they own up?
7. Saw thou them go along together? Show me your language.
8. See saw so, up high they go. She shall show issue at law.
9. Which do they own at issue? They had much long ago.
10. May it be your own? Are they at large? See me at ease.
11. Which thing do they give us for our own? They are away.
12. Go along my way. Thou shalt have no language for me.
13. Given much they have much. Our large company will go.
14. Your thousand in Ohio will do. Are they to be thanked for it?
15. They have thanked them ever so much. Why do each buy it?
16. It will be our aim, though few think so. Give it out in Ohio.
17. Buy them out together though they have much for show.
18. They had much advantage in language. She may think.
19. Any way your wish may be, she shall issue law year by year.
20. Think thee thy company will be large? Ah, few aim high.
21. It will give them joy each day they have it, though few see it.
22. You're so high up in your large company they may buy it out.
23. Why do they go away together? Will any law allow them?
24. They say they will allow for them though they are away off.
25. Show me why they allow my view to be so high. Few see it.
26. Fewer will know it. Our aim will be given up if she will it.
27. It was ever so easy for us. They think they will go my way.
28. Do they own it? No, they know it. Ah, she will know why.
29. Do they ever enjoy any joy? They do if they pay for it.
30. Ah, go along; why show off so much? They had ease hourly.
31. Hour by hour, day by day, she will thank them yearly for it.
32. Pay them along dollar by dollar, day by day, she will say.
33. Give me my dollar if law will allow, though she shall say no.
34. Thou shalt have thy own.

VOWEL AND DIFTHONG SIGNS.

maw mow moo

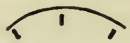
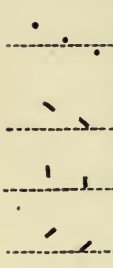
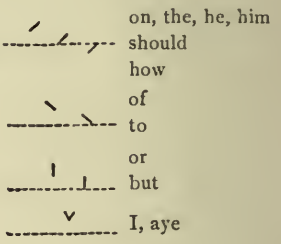


Diagram showing the direction of the vowels when used as abbreviations.

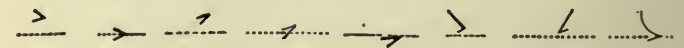
HEAVY.



LIGHT.

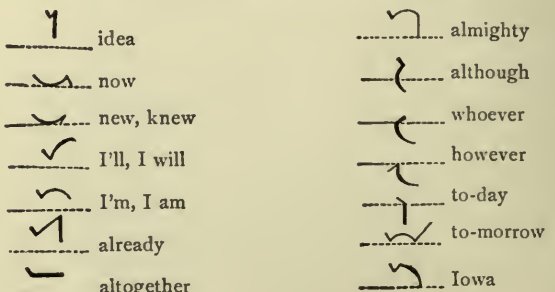


The tick sign for *the* is used only when it can be joined to the word preceding it, for the disjoined *the* is indicated by the dot.



of the, to the, on the, should the, and the, by the, which the, for the.

COMPOUND VOWEL AND DIFTHONG SIGNS.

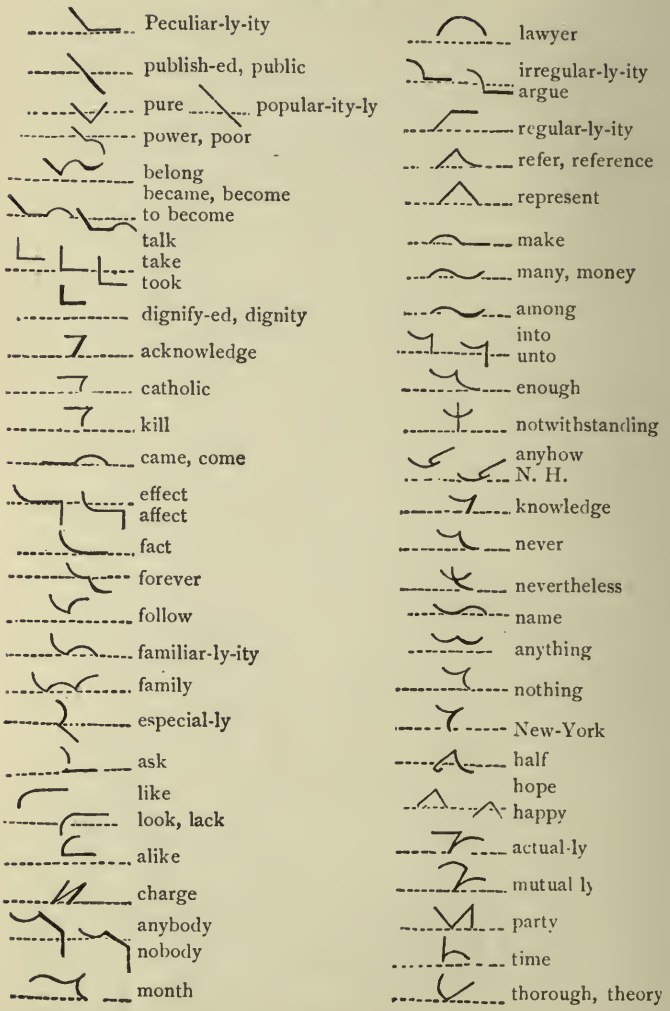


§ 13. Words hyphenized thus, I-will, are to be written in a phrase, as engraved in the lists throughout the book.

WRITING EXERCISE ON THE VOWEL AND DIFTHONG ABBREVIATIONS.

1. The idea was altogether new, and-the thing ought to go.
2. For aught I know it was the newer and larger of-the two.
3. How long ago had he the idea? It was a year or two ago.
4. All but two are away to-day. All of us saw him off.
5. I think him now on-the way to Ohio. He should go to-day.
6. Oh, how I long to-be in Iowa! Who do they think will have it?
7. He was already on-the way. He or I will see him to-morrow.
8. A larger thing will-be out to-day. I owe all I-am to-him.
9. He or I ought to go away to-morrow. To whom may he give it?
10. He and I will see the thing together, whoever he may be.
11. I'll do to-day the thing I should do, though I'm in awe of it.
12. Although I am in awe, I'll do the thing I-am to do anyway.
13. Now give me a new way out of it so I may go to-morrow.
14. It was newer the day he had it on. Oh, my, see him now!
15. They knew it should be so, although they say no, and I know why.
16. Although a thousand ought to go, who will accompany him to Iowa?
17. Should they give away two thousand if of advantage to him?
18. But two know of it. How long ago was he to-be in Iowa?
19. It was altogether too much for-the idea, but he will give it.
20. An altogether new idea for him. Too much to owe. Go pay it.
21. Whoever he may be, and however large, I-will see him to-day.
22. To whom am I to pay the thing I owe? Pay me now so I may go.
23. I have already all but two, and they will be new, however.
24. To each I have already given all I had but two thousand.
25. To whom should the idea be new? Oh, how I long to view it!
26. I'm already too much in awe by the view. Which do they see?
27. All of them, for aught I know. Oh, how much too much to owe!
28. To whom was it given? An hour together, a year of ease.
29. They pay him, however, two thousand a year. Too much.
30. They knew I knew him on-the day they saw him away to Iowa.
31. Easy to think so, but, however, altogether easier to say no.
32. He or I will be thanked for the new idea, though of no advantage.
33. A dollar to two he knew it and saw it, although they say no.
34. O thou Almighty, I give thee all I own and all I-am.
35. If he but knew or she should say it was so, who should say no?

TWO OR MORE STEMS.



WRITING EXERCISE ON TWO OR MORE STEM ABBREVIATIONS.

1. Come and talk to me. Never follow a lawyer for money.
2. A month nobody came, nevertheless the lawyer was happy.
3. Ask for a reference and follow the effect forever, anyhow.
4. Do they look alike or lack dignity? No, they lack nothing.
5. The popularity, familiarity, and-the charge are enough.
6. The Catholic came into power and they acknowledge him.
7. Acknowledge nothing and take anybody into the party.
8. He was actually to-become a follower in New-York or N. H.
9. He was poor, but pure like many, nevertheless was popular.
10. Especially refer him familiarly to dignify the family.
11. Come, belong to-the dignified public. Argue regularly.
12. He may lack regularity, but purity and popularity, never.
13. They refer alike to actual familiarity though a peculiarity.
14. A name they especially acknowledge in public and in-the party.
15. The effect took too long for-the fact to affect him much.
16. He became familiar though irregularly published in N. Y.
17. Ask anybody to never mutually and actually represent him.
18. Talk of dignity and power in him so irregularly peculiar.
19. Hope forever to-become alike thorough in theory and knowledge.
20. Do nothing half way to kill time. I charge enough for it.
21. Anybody will actually represent the peculiar theory thoroughly.
22. An irregular and peculiar reference was published anyhow.
23. Notwithstanding the peculiarity he nevertheless was happy.
24. Name the irregular charge though it kill the family forever.
25. He took time to become familiar and mutually represent it.
26. They charge too much money by half, but I hope to take it.
27. An actual month among a happy family in N. H., so peculiar.
28. Among the many I saw nobody who had anything but money.
29. The regularity of-the familiarity was an especial fact.
30. He came into N. H. on a time. Never look half like anything.
31. Be regular notwithstanding the irregularity of-the family.
32. I am a pure Catholic and peculiarly dignified among them.
33. Your theory of dignity will become a public power in effect.
34. The lawyer will argue especially to follow the party forever.
35. Like your theory, poor, but publish the fact regularly.
36. How peculiarly he took them to look. Come, kill the effect.
37. To become a power, belong to-the party forever anyhow.

LESSON IX.

CIRCLE FOR *S* AND *Z*.

§ 1. The frequently occurring sounds of *s* and *z* are represented without discrimination by a small circle. This secures brevity of outline, distinction between certain classes of words, ease of junction, and speed in writing.

§ 2. The circle is joined initially or finally to straight stems by a motion of the pen made in the opposite direction to that which would be more natural in forming a circle, *i.e.*, by usually beginning at the bottom or rightward portion of the circle and *moving leftward*, stopping the motion when the circle is half formed and completing the remainder of it with the stem to which it is attached; thus,  *sk*,  *ks*,  *st*,  *ts*. It will be seen by this that though the sign is called *a circle* it is not perfectly round, because the stem to which it is joined forms one side of it.

§ 3. The circle is made on the right side of all the *straight stems* except *k*, *g*, upward *r*, and *h*. It is made on the top or what might be regarded as the left side of these four letters, the motion being exactly the same, however, in forming it on these letters as on all the other straight stems. Be sure to observe carefully the following illustrations, which show how the circle is written on *all the straight stems* : —

Pe	Be	Te	De	Cha	Ja	Ka	Ga	Ra	Ha
									
sps	*sbs*	*sts*	*sds*	*schs*	*sjs*	*sks*	*sgs*	*srz*	*hz*

This prevents confusion between the following signs :  *s-ch-s* and  *s-r-s*. It also permits another principle to be applied for using the *s*-circle on the other side of all straight stems, which principle will be presented in a more advanced lesson.

§ 4. Inasmuch as but one side of the curve stems can conveniently take a circle, the rule to be observed is to form it on the convenient or inside of a curve stem; thus,  *sm*,  *sn*,  *sl*,  *sr*,  *fs*,  *ls*.

RULE XX. — Read a circle at the beginning of a stem first, and the vowel in the same order as already explained in Rules VII. and VIII.; thus,  *ache*,  *sake*,  *pie*,  *spy*. See line 1 of the engravings.

RULE XXI. — Read a circle last for *s* or *z* at the final end of a stem, thus,  *gay*, *gaze*, *eat*, *eats*. See line 2.

§ 5. Initial *s* is expressed on Ha by forming the hook into a circle; thus,  *Soho*.

§ 6. Medial circles on straight stems running in the same direction are written the same as though on single stems, as described in § 2. See line 3.

§ 7. Circles between straight stems struck in different directions are written outside of the angle. See line 4.

§ 8. A circle between a straight stem and a curve is written within the angle — the same as it would be on the curve if the straight stem were not attached. See line 5.

§ 9. Some words require a medial circle to be made on the back of a curve; following *f* and *n* it is made on the back of the first stem, while in other combinations it is written on the back of the second curve; thus,  *facility*,  *nasality*,  *missive*. See line 6.

§ 10. The circle between any other class of curves is written the same as it would be on a single curve. See line 7.

§ 11. The double sound of *s* or *z*, or the sound of *s* and *z* as heard in the syllables *ses*, *sez*, *zez*, etc., is expressed by a large circle written on straight stems and curves, in accordance with the rules already given for the small circle. See line 8.

§ 12. A third sound of *s* following the syllable formed by the large circle may be expressed by a small circle made on the back of the stem to which the large circle is joined. See line 9.

§ 13. The second-place light dot, or *ĕ* vowel, heard in the *ses* syllable need never be expressed, but any other vowel occurring between the sounds indicated by the large circle is written within the circle; thus,  *exhaust*,  *season*. See line 10.

WHEN TO USE UPWARD OR DOWNWARD R WITH S CIRCLE.

§ 14. Special Rule found on page 15, governs the use of downward *r* with an initial or final circle as shown in first part of line 11 of the engravings of this lesson, and Rules XIII. and XIV. (Part I.) govern the use of upward *r* with a final circle, as also shown in latter part of line 11.

RULE XXII. — Use upward *r* with initial *s* when preceded and followed by a vowel; thus,  *sorrow*,  *Sarah*. See line 12.

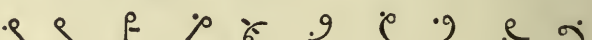
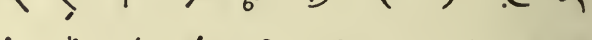
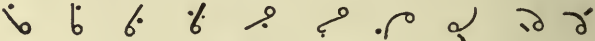
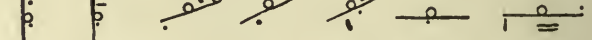
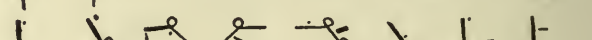
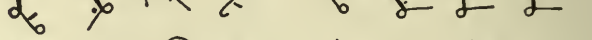
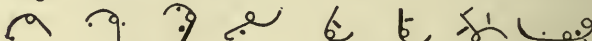
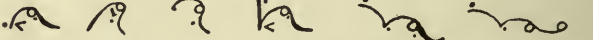
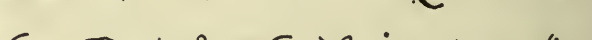
WHEN THE CIRCLE MUST NOT BE USED.

RULE XXIII. — Stem *s* must be used at the beginning of a word, if a vowel sound precedes it, and at the end of a word if a vowel sound follows it; thus,  *essence*,  *policy*.

RULE XXIV. — Use the stem when *s* is followed by two vowels; thus,  *seance*,  *chaos*,  *Sierras*.

RULE XXV. — Use the stem for *z* when *z* is the first letter of a word, which is the only case in which the same sign would conflict if used for both *s* and *z*; thus,  *zeal*,  *seal*.

RULE XXVI. — The stem for *z* must be used when it is a final stem followed by a vowel; thus,  *lazy*.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

WRITING EXERCISE — WORDS.

§ 15. The student should write the following words in shorthand with great care and precision.

INSTRUCTIONS BY MAIL. — The student by mail should write lines 1, 4, 6, 8, 12, 13, 16, 17, 20, 23, 25, 27, for the teacher's correction and instructions.

1. Soap, soup, sip, sap, sup, seat, stay, stow, stew, suit, site,
2. Sty, seed, sawed, sowed, sewed, soda, sage, seek, sick, sack,
3. Sag, safe, save, sieve, scythe, seize, sash, seal, sale,
4. Solo, Sam, psalm, sane, seine, sign, sing, Soho, Sahara;
5. Pass, piece, pace, pause, base, boys, tease, doze, dose, chase;
6. Soar, sore, sear, sere, sour, sourly, surly, sire, circus; erase,
7. Arouse, arise, ears, oars, errs, heirs, airs; raise, rays, rise,
8. Rice, rose, ruse; Sarah, Surrey, survey, sorrel, Sorocco;
9. Cheese, choose, chews, chose, etches, choice, ages, Jews, juice,
10. Kiss, case, aches, oaks, ekes, echoes, ox, ax, guess, gaze,
11. Geese, goose, gas, face, vase, vice, voice, vows, shoes, ashes,
12. Lace, loose, lose, lease, miss, muss, noise, nose, niece, nice,
13. Ounce, woos, woes, yeas, hose, haze, Hayes, hiss, hues;
14. Tasty, dusty, cask, decides, resource, reserve; obesity, beset,
15. Besides, beseech, basks, upset, task, desk, deserve, disrobe,
16. Hasty, husk, exercise, exercised; poison, puzzle, passive,
17. Pacify, abusive, bustle, baser, absence, dozen, chosen, chasm,
18. Cousin, castle, visage, lisp, misty, reason, risen, resume,
19. Musk, mask, honesty, vicinity, design; unlooseth, massive,
20. Misseth, dismissive, remissness, facility, nasality, illusive,
21. Looseth; muzzle, unsafe, unseen, fossil, vessel, vassal, thistle,
22. Nestle, nozzle, loosen, looseness, lessens, lessons; seeds, sips,
23. Stows, seals, sails, sneeze, sways, Swiss; passes, pieces, teases,
24. Doses, kisses, guesses, gases, vices, voices, laces, losses, raises,
25. Recess; arises, arouses, erases, noises, ounces; successes,
26. Abscesses, excesses, recesses, exercises, diseases; system,
27. Scissors, saucer, season, Susan, Sicily, disease, ceased,
28. Decisive, insist, resist, subsist, desist; tushes, mshes, lashes,
29. Lushes, rushes, hushes, scamps, skimps.

SMALL AND LARGE CIRCLE ABBREVIATIONS.


is, his
as, has


purpose

subject

business


advertise
its, it is
itself


does


discharge


said


such


because


signature


several


these, thyself
this
thus, those


themselves


cease
says

size, seize


as well as

sir


seen
soon


something


myself


ourselves

necessary


wise


yes, yours, yourself
use, uze


yourselves
uses, uzes


lesson, lessen


testimony


usual-ly


six, exquisite
excuse, excuze


influence


influences, United States


satisfy-ed
satisfactory-ly


somehow


society


else, less
alas


whose


himself


awes
owes


seem
same, sum, some

§ 16. Derivative words terminating with the sound of *s*, as also the plural number and possessive case, may be expressed by the addition of the *s* circle to any of the abbreviations, as follows:  *long*,  *longs*,  *purpose*,  *purposez*,  *subject*,  *subjects*,  *satisfies*,  *signatures*,  *society's*, *societies*,  *company's*, *companies*.

§ 17. The derivative forms of other abbreviations, as already shown in Lesson VIII., may be expressed by the necessary consonant to represent the syllable to be added; thus,  *unsatisfactory*,  *unusual*,  *advertiser*,  *disadvantageous*.

WRITING EXERCISE ON SMALL AND LARGE CIRCLE ABBREVIATIONS.

1. His signature was exquisite as well as necessary to uze.
2. Society is satisfied he uzes necessary things in this lesson.
3. It is wisdom itself to advertise several times to a purpose.
4. Somehow the influence of society subjects those to its use.
5. The purpose of the testimony is to influence six of these.
6. Six lessons influence the testimony to satisfy ourselves.
7. Soon some will seem less unusual unless seen by yourself.
8. Yourself said reference was enough for purposes of business.
9. Does it advertise itself as-well-as something else seen?
10. Yes, because it is exquisite. Who said he does it himself?
11. The U. S. pays the sum of $6000 to satisfy those it owes.
12. Somehow he himself said something else satisfactorily.
13. He says to cease, for such a subject awes those who uze it.
14. He says society awes, uzes, and influences himself unusually.
15. Does she say his signature is large? Yes, same size as this.
16. The size as-well-as the sum owes itself to his uses.
17. Sir, excuse yourself. Alas, he owes less and less.
18. As usual I excuse myself and discharge several such soon.
19. It is such as these who lessen this influence of testimony.
20. Cease thus to satisfy yourselves, because satisfied myself.
21. Sir, discharge and seize as usual. Excuse a useless lesson.
22. Alas, yours seems useless for myself somehow to uze.
23. Usually things are as they seem, but somehow unsatisfactory.

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LESSON X.

LOOPS FOR *ST* AND *STR*.

§ 1. A small loop written on the same side of the stem as the circle for *s* expresses the sounds of *st* initially and *st* or *zd* finally; thus, *still*, *laced*, *raised*. See lines 1 and 2.

§ 2. A large final loop on stems expresses *str*; thus, *pastor*, *faster*. See line 3.

§ 3. A circle may be written on the back of loops to express final *s* or *z*; thus, *posts*, *posters*, *arrests*, *arresters*. See line 4.

§ 4. The loops can be used medially where stems do not cross each other; thus, *destiny*, *statistics*, *sophistry*, *disturb*. See line 5.

§ 5. The rules already given apply to writing Er and Ra. See line 6.



INSTRUCTIONS BY MAIL. — The student by mail should write the following lines for a lesson: 1, 3, 5, 7, 9, 12, 14, 17 :

WRITING EXERCISE — WORDS.

1. Steep, stub, stout. steady, study, stage, stake, steak, stick,
2. Stack, stalk, stock, stuck, stag, stiff, stuff, staff, stave, stove,
3. Stacy, steel, steal, stale, stall, stool, stole, still, steer,
4. Star, storm, stir, steam, stem, stony, sting, stung; past,

5. Passed, paste, paced, pieced, pest, based, baste, boast, bust,
6. Abased, abused, teased, taste, toast, dust, dazed, chased,
7. Joist, kissed, caste, cast, coast, gazed, guest, ghost, faced,
8. Fist, fast, feast, vest, vast, laced, list, erst, arrest, erased,
9. Aroused; roast, raced, wrist, rust, roused, missed, mist,
10. Mast, amazed, amused, Nast, waste, waist, yeast, artist,
11. Reduced, richest, rejoiced, refused, revised, upraised, ballast,
12. Tallest, utmost, coolest, calmest, fenced, evinced; boaster,
13. Toaster, duster, caster, coaster, faster, foster, rooster, muster,
14. Nestor, songster, Worcester (Wooster), teamster, forester,
15. Posts, posters, beasts, boasts, busts, tests, tastes, dusters,
16. Chests, chesters, costs, Custer's, guests, ghosts, feasts,
17. Lester's, roosts, roosters, mists, musters, songsters.

ABBREVIATIONS — *ST* AND *STR* LOOP SIGNS.

 first

 best

 just

 suggest-ion

 most, must

 stenographer

 stenographic

 honest, influenced

 next

 least

 last

 west

 used

 yesterday

 adjust

 distinguish-ed

 almost

 master-y

§ 6. The *st-* loop may be used to form the derivatives of words ending in *st* or *zd*, thus;  *long*,  *longest*, *advertise*, *advertised*.  *purpose*, *purposed*.

WRITING EXERCISE ON THE LOOP ABBREVIATIONS.

1. First, best, and highest of all things is the stenographer.
2. The next is to be honest and just. He suggests they go west.
3. They must distinguish themselves amongst stenographers.
4. I used to adjust the same, but somehow it was unsatisfactory.
5. His highest aim was to be honest for it influenced his master.

6. They advertised yesterday for-the first and best stenographer.
7. They suggest it be used most because it is advertised as best.
8. Something else should be first at least to distinguish society.
9. I must say he had the most thorough mastery of it yesterday.
10. Suggest it be stenographic at least. It is easy to adjust it.
11. He was the last stenographer, though the most distinguished.
12. Just because he was the best. Next to nothing yesterday.
13. The stenographer will almost master it just as I suggest.
14. Give him the mastery and he will adjust the fact at least.
15. Though least, he was never last, and is almost the highest.
16. Just go west as advertised for it will be best and most honest.
17. First, last, and all the time be influenced by my suggestion.
18. An honest stenographer is the most distinguished in N. Y.
19. He purposed to go the longest way because so influenced.
20. They used the thing advertised because it was next to best.
21. These things must be used in the west because easy to adjust.
22. First be the best and next take my suggestion and be honest.
23. He must be just, whose purpose it is to-be honest first.
24. To-be a master is almost as much as to-be the highest.
25. He used it yesterday at least for-the last time.

LESSON XI.

BRIEF SIGNS FOR *W* AND *Y*.

§ 1. For convenience of joining and to increase speed and legibility *w* and *y* are given several modes of representation. The following are the *w*-signs and names: The stem ⌒ Wā, the semicircles ⊂ Wĕ, ⊃ Wŭ, the *w*-hook on four letters, named with the stem to which it is attached; thus, ⌒ Wĕm, ⌣ Wĕn, ⌒ Wĕl, ⌒ Wĕr, and a horizontal or perpendicular tick on *t, d, k, th,* and *sh,* where *w* immediately follows a consonant, —simply called *w*-tick.

§ 2. The signs and names of *y* are: The stem ⌒ Yā and the semicircles ∪ Yĕ, ∩ Yŭ. It will thus be seen that *w* is represented in five different ways and *y* in three. The student must be particular to observe these different methods, and to call the signs by their names, so as to avoid confusion and error in speaking of any particular sign of *y* or *w*, as confusion will arise if each sign is not called by its proper name; thus, ⌒ Yĕ-Tē, not *y, t,* ⌒ Wĕ-Tē, not *w, t.*

§ 3. Wĕ, Wŭ, Yĕ, Yŭ are joined initially, medially, and sometimes finally, though rarely.

§ 4. The Wŭ sign joins best to *p, b,* and all the horizontal stems, as shown in line 1.

§ 5. The Wĕ sign is used on all other stems because it affords the best angle at the point of junction, in forming derivative words, as shown in *unweighed* from *weighed,* and *unweave* from *weave,* in line 3. Sections 4 and 5 are suggestions, not rules.

§ 6. The circle for *s* may be elongated, that is, made like a loop and written within the brief *w*-sign to express an *s*-sound, as shown in lines 2, 5, and 6.

§ 7. Whenever the sound of *w* immediately precedes *m, n, l,* or *r,* it is represented by a small initial hook; thus, ⌒ *wm,* ⌣ *wn,* ⌒ *wl,* ⌒ *wr.* This hook takes the place of Wĕ and Wŭ, since neither of these brief signs can be legibly joined to the stems named.

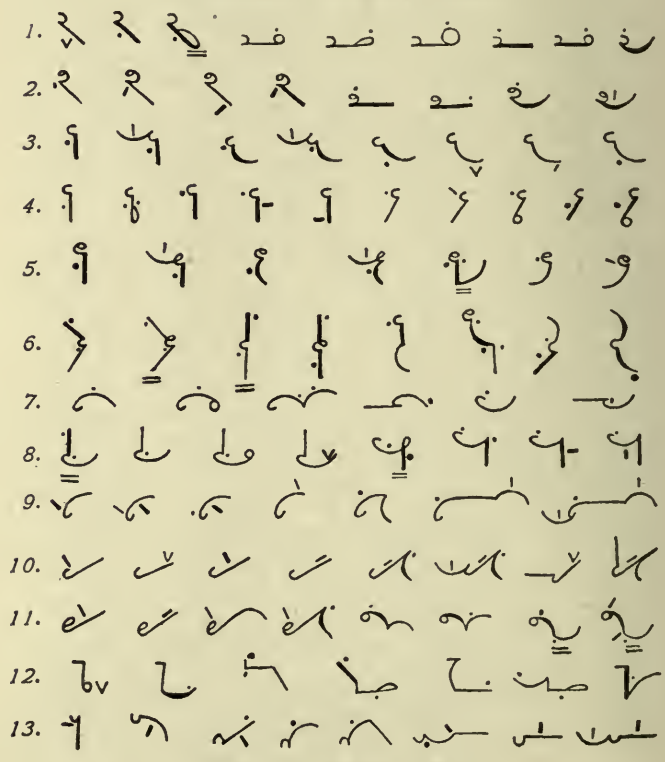
§ 8. The *w*-hook is used initially or medially when immediately preceding *m, n, l,* or *r,* as illustrated in lines 7, 8, 9, and 10 of the engravings.

§ 9. The circle for *s* may be written on the *w*-hook when attached to *r*, but *never* on the hook when attached to *l*, *m*, or *n*, the circle and *w*-stem being used for *sw* preceding these three stems, as shown in line 11 of the engravings.

§ 10. When *w* immediately *follows* any consonant and does not precede *m*, *n*, *l*, or *r*, it is expressed by a joined vertical or horizontal tick, as shown in line 12 of the engravings.

§ 11. Brief *y* is joined initially and medially, as illustrated in line 13.

ILLUSTRATIONS AND READING EXERCISE.



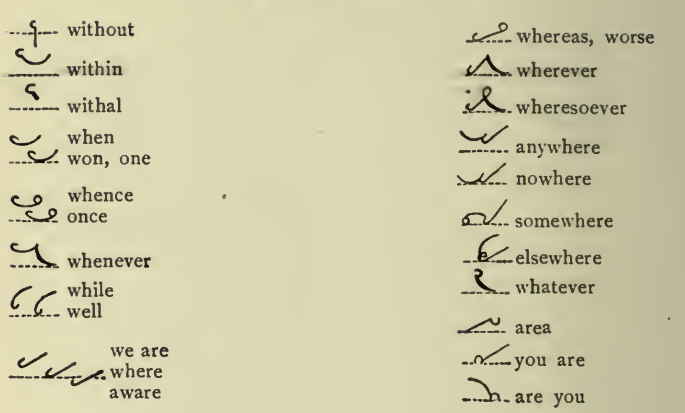
NOTE. – "*Q*" in sound = "*kw*."

WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student by mail should write lines 2, 5, 6, 8, 10, 13, 15, and 19 for instruction.

1. Wipe, web, Webster, wig, weak, wake, walk, woke, wicks,
2. Wax, waxed, waxes, wigs, wing, wings, sweep, swap, swing,
3. Swings, swung; wit, wet, wettest, weight, weeds, weighed,
4. Wades, wide, widest, witch, bewitch, watch, wage, wedge,
5. Wife, woof, weave, sweet, sweeter, sweetest, sweetly, Swede,
6. Swayed, unswayed, swathe, unswathe, switch, dissuade;
7. Wem, Weems, Guam, wean, wane, win, winnow, wince,
8. Winced, winces, windy, window, queen, quince, quinces,
9. Twine, entwine, twin, twins, twain, twinge, twinges, Quincy,
10. Quinzy, quench, guano, Edwin, weal, wall, wallow, wool,
11. Unwelcome, wealthy, unwieldy, war, wore, weary, ware,
12. Wear, worthless, worthy, unworthy, worm, warm, dwarf,
13. Quarrel, choir, squire, esquire, square, squirm, query,
14. Inquiry; swears, soirée, swarm, swarthy, swerve; swim,
15. Swam, swum, swill, swell, swallow, Sweeney, Suwanee;
16. Tweak, thwack, Schwab, bequeath, bequest, twist, twists,
17. Untwist, twill, equip, equipoise, quota, quickest, quake,
18. Quaker, quack, quoth, quaff; yoke, unyoke, Yankee, yacht,
19. Yore, yawn, unique, yellow, yam, Yale, yell, yawl, yelp.

BRIEF *W* AND *Y* ABBREVIATIONS.



WRITING EXERCISE ON BRIEF *W* AND *Y* ABBREVIATIONS.

1. Whenever you-are well off be satisfied. We-are aware.
2. While we-are within, say nothing. Go elsewhere, anywhere.
3. Are-you aware he is worse? Go somewhere or nowhere soon.
4. When one knows it is best will he do it? Go somewhere else.
5. Once is enough when one is satisfied. You-are aware.
6. Something seems to say within it is necessary to go nowhere.
7. Whence came all this, and where go they while I'm away?
8. Without it I shall be worse. May I ever hope to be well?
9. Whatever is to be, will be. Wherever you-are think of me.
10. Wheresoever they go, will I go. Give me the area of N. Y.
11. I say once for all, go elsewhere, or come within while well.
12. I have the wherewithal, whereas they have stenography.
13. Once he won it, but while unwell some one else took it.
14. They have less somewhere else. Once I was happy.
15. Whereas while you are well, are-you satisfied and happy?
16. Whenever, wherever, and whatever they may be, it is well.
17. Whence came they and where go they soon, if anywhere?
18. Take us anywhere, for this is just nowhere, whatever said.
19. Take me elsewhere, wherever you-are. Anywhere will do.

LESSON XII.

CONCURRENT VOWELS.

§ 1. Words containing but one consonant and two or more vowels occurring in succession, or two or more consonants with two vowels occurring between them, are represented in the first case by that vowel being written nearest the stem which is heard next to the consonant, and in the second instance by dividing the vowels between the consonants; thus,  *eolis*,  *Leo*,  *eon*,  *rawish*,  *gayety*. See line 1.

§ 2. When *ō* or *ōō* is immediately followed by any other vowel the second vowel may be represented by joining brief *w* to the *ō* or *ōō* vowel; thus,  *showy*,  *Louis*,  *oasis*,  *Owen*. See line 2.

§ 3. When short *i* (*ĭ*) immediately precedes any other dot vowel, the two may be represented together in one sign by using Yĕ for *ĭ*, and the position of the sign for the second vowel; thus,  *opiate*,  *piano*. The Yŭ sign may be used in the same manner with the dash vowels; thus,  *impious*,  *olio*,  *unity*. See lines 3 and 4.

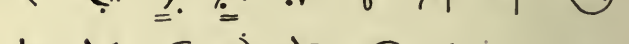
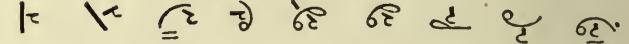
§ 4. If *w* immediately precedes a vowel, and a hook or other *w*-sign cannot be legibly used, the brief *w* may be written in the vowel place to indicate both itself and the vowel; using Wĕ with the dot vowels, and Wŭ with the dashes, for distinction; thus,  *squeeze*,  *squaws*,  *obsequies*, *colloquy*.

§ 5. Any vowel following a *difthong* or brief *w* or *y* may be represented by a small tick joined to such sign at a right angle. No confusion results from representing any dot or dash vowel, long or short and without regard to position, except the long vowel *ō* which alone keeps its place and remains shaded; thus, *Iota*, *Iona*, *pious*, *voyage*, *shower*, *dewy*, *Dewey*, *manual*, *obsequious*. See line 5.

§ 6. Brief *y* may be joined to the difthong signs, and in some cases to consonant stems, to represent the *ia* vowels of a word or suggest the vowel sounds in consonant forms that would not otherwise be legible; thus, *genii*, *meow*, *mania*, *insinuate*, *pneumonia*, *hysteria*.

ILLUSTRATIONS AND READING EXERCISE.

§ 7. The following words must be transcribed into longhand by the student by applying the principles above illustrated:

1. 
2. 
3. 
4. 
5. 

WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — Write lines 1, 3, 4, 5, 6, 7, 9, for mail instruction.

1. Payee, Leo, Eolis, siesta; pean, seance, laity, gayety, rawish,
2. Leon, lien; poets, poem, doughy, Zoe, shadowy, Stowell,
3. Louisa, snowy, slowest, soloist, oasis, oases, Samoa, Sinaloa;
4. Hygeia, foliage, silliest, fiasco, aërial, piazza, arcadia;
5. Cameo, ratio, olio, idiot, odious, piteous, copious, bilious,
6. Invidious, oratorio; squeeze, obsequy, squash, squaws; diary,
7. Fiery, fiat, voyage, boyish, cower, dower, dewy, Shuey,
8. Tioga, Viola, duel, dial, coyish, jewel, Jewish, dyer, ruin,
9. Renewal, vowel, fuel, diet, sinewy, Zion, scion, suicide,
10. Howell, Rowell, sinuous, insidious.

ABBREVIATIONS — BRIEF *W* AND *Y* SIGNS.

c We, with	ɔ what	ɛ always
⌒ς⌒ were	⌒ɔ⌒ would	
ʊ ye	ɒ beyond	
⌒ʊ⌒ yet	⌒ɒ⌒ you	

§ 8. The tick sign for *the* or *him* may be added to any of these words with which it forms a phrase; thus, ⌒ς⌒ *with the, with him.*

WRITING EXERCISE ON THE BRIEF *W* AND *Y* ABBREVIATIONS.

1. What would you do if we were with you? I would go to you.
2. Where were you yesterday? Away beyond with some one.
3. May we go too next time? Yes; always with my best wishes.
4. Ye are yet beyond all hope. Yes, when we are with you.
5. Ye are many. Would you yet go if we were with you?
6. What say you beyond what he said? What I would always say.
7. Do you think you have said all? No, because you were away.
8. When we were beyond what would be seen, you came to us.
9. I will always do with what I have and ask for no less.
10. Do what you will I am with you. It is now time we were away.
11. What would you do for me if you knew what I would say?
12. When and where would it be best to go with one of them?
13. Do you always know what is best to do when they are yet out?
14. Do you think we would yet do much beyond what he will do?
15. What would you think was the area of Ohio and Iowa?
16. Would you go if you were with me? Where were you to-day?
17. We were yet beyond, but ye were so long away.

LESSON XIII.

HALVING TO EXPRESS *T* OR *D*.

§ 1. Make any straight stem half its length to add *t* or *d* when the *t* or *d* is not followed by a vowel; thus, *aptly*, *robbed*. See line 1.

§ 2. When *t* or *d* is added to a curve stem, it is simply made shorter and just as perfect as though it were full length; thus, *fade*, *late*. See line 2.

§ 3. As Ing, Wā, Yā, and Emp are never halved, a distinction can be made between the expression of *t* or *d* in halving En, El, Er, Em by a light sign representing *t* and a heavy one *d*, in words containing these letters, and this principle does not apply to any other letters in adding *d*; thus, *late*, *laid*, *art*, *aired*, *mate*, *maid*, *neat*, *need*. These four letters are the same on which the *w*-hook is written, except that the *downward r* is used in this case instead of Ra.

NOTE. — No confusion results by not making a distinction between the representation of *t* and *d* in all the other letters, or in the following class of words where it would be difficult or impossible to shade the stem, owing to its being made upward: thus, *wrestled*, *muzzled*, *wield*.

§ 4. The half-length stem for *lt* is written according to the same rule as the full-length upward *l*, while the half-length for *ld* must be made downward, so it can be shaded, and thus show the difference between *lt* and *ld*. See line 4.

§ 5. Upward *r*, unless hooked, is never halved in words of one syllable; hence the following class of words must be written with full-length stems. See line 10.

§ 6. When a vowel follows *t* or *d*, or two vowels immediately precede the sound of *t* or *d*, the halving principle cannot be employed, because the vowels could not be expressed, and such forms would tend to illegibility. See line 11.

§ 7. A distinction is made between the expression of *t* and *d* in words where the consonant immediately preceding the *t* or *d* sound is also preceded and followed by a vowel, by halving for the *t* and representing the *d* with the stem sign; thus, *parrot*, *parried*, *merit*, *married*. See line 12.

§ 8. The *st*-loop is never used at the beginning of a half-length straight stem, because the form would be so small as to be illegible in rapid writing. Words of this class should, therefore, be written thus:  *step*,  *stepped*,  *stake*,  *staked*.

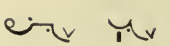
§ 9. The final circle or loop on halved stems always reads last; thus,  *pets*, *sifts*, *midst*, *didst*.

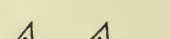
§ 10. The superlative degree of certain adjectives can be expressed by the loop; thus, *late*, *latest*, *smart*, *smartest*.

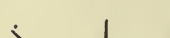
§ 11. In writing very long words or preserving the analogy between primitives and derivatives, it is allowable to disjoin the last syllable and lap the parts of the words in the following manner: *beatitudes*, *didactic*,  *badness*,  *remittance*. See line 13.

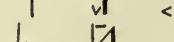
§ 12. The halving principle must be sparingly used, and never employed where there would be doubt or uncertainty as to whether it was intended or not, and especially where there is no angle or clear distinction at the point of junction between two consonants where it would be employed. For this reason words similar to the following cannot be written with a half-length. See line 14.

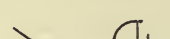
ILLUSTRATIONS AND READING EXERCISE.

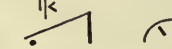
9. 

10. 

11. 

12. 

13. 

14. 

§ 13. The rules already given in Lesson III. for the uses of El and La apply to the simple *l*-stem when not preceded or followed by another modified consonant. Observe the following directions:

§ 14. Write downward *l* when followed by *s*-circle and *n* or *ng* in primitive words; thus,  *licensed*,  *Lossing.*

§ 15. Write upward *l* in derivative words if La is used in the primitives; thus,  *looseness*,  *sinlessness.*

§ 16. Write downward *l* when it immediately follows a half-length *n;* thus,  *neatly*, *silently.*

§ 17. Some stenographers violate the principle of writing a derivative in analogy with its primitive by using downward *l* in words like  *looseness*, and upward *l* in  *neatly*, and  *needless*, because the first gives an easier junction between stems, and the last shows a following vowel after *l*. These directions are given that the student may determine the easiest way for him or her to make the different combinations of these letters and practice the way that suits him best. An unimportant point of theory may be sacrificed at any time to gain greater speed and legibility, though it will hardly be found necessary in using this system to do even this, as it is prepared for practical purposes and not to sustain mere principles of theory, as is the case in some text-books.

WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student should write lines 2, 5, 8, 10, 14, 17, 19, 20, 25, 27 for mail instruction.

1. Scott, skate, sacked, sucked, cats, cots, coats, chats, pits,
2. Squad, spite, fights, fates, fades, fits, feuds, totes, evades,
3. Spouts, lights, saint, slate, slit, slats, slates, slight, salt, nets,
4. Mates, smuts; skipped, sneaked, snapped, snubbed, exult,
5. Gasped, picked, poked, packed, obviate, ticked, tucked,
6. Tacked, checked, joked, invite, indict, repeat, repute, cadet,
7. Cupid, tapped, tipped, tepid, decked, edict, ditched, dodged,
8. Dogged, dabbed, adept, dipped, depute, befit, shaped, shaft,
9. Unfit, envied, latched, lodged, eloped, laughed, loft, elevate,
10. Loved, rebate, rebut, robed, robbed, inhabit, rushed, hashed,
11. Descent, decent, tasked, despot, dispute, basket, deceived,
12. Bestowed, absent, musket, lisped, respite, dismayed, gashed,
13. Ignite, admit, dilate, eject, booked, bigot, catnip, kidnapped,
14. Dotage, beautify, bottom, codify, kidney, potato, vital, abrupt,
15. Factotum, fatal, politely, cutlet, beautified, rectitude,
16. Rectified, petrified, mitigate, sketched, slapped, slipped,
17. Searched, casket, accent; nod, nude, mad, mode, mud, mid,
18. Mood, laid, lied, ailed, aired, erode, arrayed; sand, sound,
19. Snowed, sinned, thumbed, slid, soiled, slayed, erred, sealed,
20. Irate, soured, soared, seared, sired, stared, starred, stored,
21. Stirred, steered, stalled, styled, steeled, stilled, calmed,
22. Coiled, combed, tamed, timid, damned, dammed, deemed,
23. Doomed, dulled, doled, adored, chimed, jammed, boomed,
24. Shamed, shammed, assumed, famed, fumed, armed, rammed,
25. Rimmed, rhymed, roamed, meddle, medicate, modulate,
26. Skimmed, schemed, chiseled, jostled, poisoned, resigned,
27. Resound, rescind, unlĕad, inlaid, annulled, mailed, milled.

ABBREVIATIONS — HALF-LENGTHS.



§ 18. Derivative abbreviations may be formed by employing the halving principle; thus, *pay*, *paid*, *acknowledged*, *viewed*, *eased*, *wished*, *issued*, *aimed*, *owned*, *asked*, *timed*, *inward*, *onward*, *detailed*.

WRITING EXERCISE ON HALF-LENGTH ABBREVIATIONS.

1. Put about that immediately, and let the Lord lead you if bad.
2. Doubt not the word of God. I went wild with astonishment.
3. Better a hundred times establish the hand under the deed.
4. I intend to execute that absurd deed with exactness in the yard.
5. Detect him in the act and send me word with certainty.
6. That was a bad debt, no doubt. Put about, write, or send word.
7. That is the old purport of the report received about the debt.
8. I expect to accept that moderate sum immediately after date.
9. Better deduct a cent. He got a light sentence after that.
10. At the same time, the report was received with astonishment.
11. It was so absurd it could not be understood for some time.
12. He stayed some time with intent to detect its merits if he could.
13. Except you understood the intent of his thought, it is absurd.
14. Let your thought be light. Yield, if compelled, little by little.
15. He went East but never made a cent. That is between us.
16. A hundred want the purport of the writing understood.
17. It is certain he lately went under for a hundred thousand.
18. I won't go until I want to. I shall merit, no doubt, all I get.
19. He won't need to go under now. It will net him a hundred.
20. Read, write, and accept but little. Let him be intense.
21. The sentence was intensely absurd. Withhold nothing, O Lord.
22. Sentence was stayed for some time. He stood within a yard.
23. What you write is sent written in a good handwriting.
24. A meritorious act to hazard reports written and withheld.
25. Take the lead and execute the good act, but be moderate.
26. How absurd to think what he did intend if established.
27. We expect he will accept. He stood in the light and the wind.
28. He might detect it and deduct what you caught in the yard.
29. I was astonished he ascertained what was between us.
30. He was compelled to execute the act on account of the note.
31. The establishment withheld it until lately with astonishment.
32. He was bitter the date he got the deed written and was caught.
33. Did he expect the note withheld at the immediate time sent?
34. The old bitter report was withheld and stayed the acceptance.
35. I ascertained the details of the account exactly to a cent.
36. It led to an immediate need and established the old want.
37. Establish the lead and compel astonishment in the old world.

LESSON XIV.

ED-TICK.

§ 1. This is a new principle, introduced into phonography for the first time in this text-book. It has been commended more by professional stenographers than any other one principle used in the art, and has been widely copied in other text-books, because it rids the system of hundreds of arbitrary characters.

§ 2. It can be used in any connection and upon any stem or combination to represent the syllable expressed by *ed*.

§ 3. There is little need to observe any directions for writing it, the general rule being to make it in a perpendicular or horizontal direction, when convenient, as in *fated*, *doted*. See line 1.

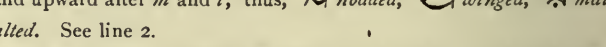
§ 4. To secure undoubted legibility, and prevent conflict with other principles that are similar, it is best to always write it downward after *n* or *ng*, and upward after *m* and *l*; thus, *nodded*, *winged*, *mated*. *salted*. See line 2.

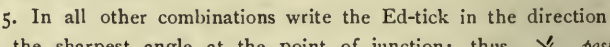
§ 5. In all other combinations write the Ed-tick in the direction to give the sharpest angle at the point of junction; thus, *posted*, *rested*. See line 3.

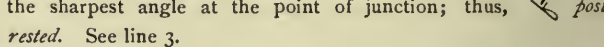
§ 6. It is also used in certain cases to avoid employing the halving principle, where halving would lead to a doubtful form; thus, *imitated*. See line 4.

§ 7. In some instances it may be used to represent simple *d* to preserve the primitive form of a word; thus, *bolstered*. Line 5.

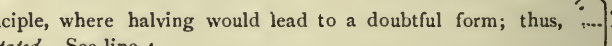
ILLUSTRATIONS AND READING EXERCISE.

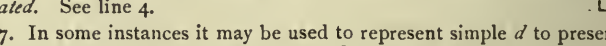
1. 

2. 

3. 

4. 

5. 

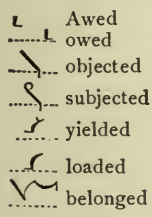
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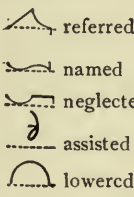
WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student may write all of the words in the following exercise in a lesson by mail:

1. Repeated, unfitted, spotted, hunted, mitigated, palliated,
2. Retaliated, assimilated, bigoted, shifted, folded, unpolluted,
3. Unfaded, invaded, molded, erected, elevated, refuted,
4. Coveted, renovated, hinted, dictated, tabulated, dejected,
5. Depicted, mutilated, sounded, slighted, waited, weeded,
6. Studied, exhausted, imitated, animated, reseated, evacuated,
7. Meditated, sainted, resented, scented, vested, rusted, posted,
8. Elicited, unsifted, mismated, resounded, rescinded, hesitated,
9. Rewarded, belated, wasted, incited.

ABBREVIATIONS — ED–TICK SIGNS.





§ 8. Derivative abbreviations may be formed by adding the Ed-tick to primitive words; thus, *undoubtedly*, *needed*, *reported*, *intended*, *longed*.

WRITING EXERCISES ON THE ED–TICK ABBREVIATIONS.

1. He yielded when subjected and objected to-be assisted.
2. The party named neglected to master the best as suggested.
3. Though reported as loaded it belonged to him and was neglected.
4. He neglected to pay what he owed and lowered the sum.
5. Though awed, he yielded and named what he had reported.
6. He belonged to-the family referred to as so much neglected.
7. He objected and doubted the indebtedness named as owed.
8. He intended to pay the needed sum named but neglected it.
9. He longed to-be reported and was undoubtedly referred to.
10. We know why he objected and adjusted it as suggested.
11. He objected but yielded and paid the indebtedness.

LESSON XV.

HOOKS FOR *L* AND *R*.

§ 1. When the sound of *l* immediately follows another consonant, so the two are spoken together, it may be expressed by a small initial hook written at the beginning of a stem, following the rule of the *s*-circle in being placed on the right side of perpendicular and inclined stems and on the upper side of horizontal straight stems; thus, *pl*, *bl*, *tl*, *dl*, *chl*, *jl*, *kl*, *gl*.

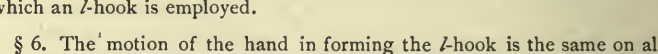
§ 2. The above rule for writing the *l*-hook on the straight stems applies also to the following curves with what may appear to be an exception in *shl* and *zhl*; but bearing in mind that *l* is always initial and that these letters when *l* is attached to them are made with the same motion of the pen as in writing *kl* and *gl* the apparent exception will disappear; thus, *fl*, *vl*, *thl*, *dhl*, *shl*, *zhl*.

§ 3. An exception, however, does occur in the formation of the *l*-hook on *m* and *n*, which are the only other curve signs on which the *l*-hook is used. In this case the hook is made large to distinguish it from *w*, as explained in Lesson XI.; thus, *ml*, *nl*, *wm*, *wn*.

§ 4. Two of the straight stems are also subject to the same exception in the size of the hook, in order that *l* may be distinguished from the *w*-hook on *r*, and simple *h* distinguished from *hl*; thus, *rl*, *hl*, *wr*, *h*.

§ 5. There is no advantage to be derived from the use of an *l*-hook on *s*, *z*, *l*, Er, *ng*, *w*, and *y*, and, therefore, the *l*-hook is never used upon these consonants, the illustrations already given showing all the stems on which an *l*-hook is employed.

§ 6. The motion of the hand in forming the *l*-hook is the same on all the stems but two; namely, *m* and *h*, in which case the movement is exactly reversed. Examine the following:



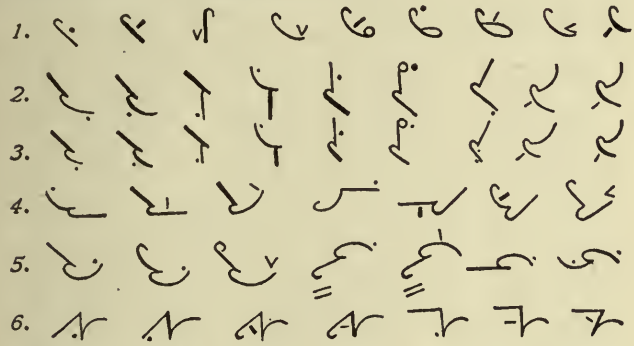
Plea, flee, addle, Ethel, fickle, bushel, panel, barrel, animal, helm.

See illustrations, lines 1 to 5.

§ 7. The joinings of certain consonants preclude the possibility of making legible outlines in using hooks, and therefore such words must be written with full consonant stems, such as *riddle*, *rattle*, and *hotel*. Practice on line 15 of the writing exercise on words.

ILLUSTRATIONS AND READING EXERCISE.

§ 8. The student should read and transcribe this exercise in connection with studying the principles presented above.



§ 9. A common error with students is that of transposing the final *st* letters of words and confusing the halving principle with the *st*-loop representation. The halving principle reads exactly the reverse, the *t* occurring before the *s*, forming *ts* and not *st*. Compare the following words: *pla-ts*, *pla-ced* (*st*), *flee-ts*, *flee-ced* (*st*). The student will thus often write a half-length stem with *s*-circle for words that should terminate with *st*-loop on a full-length stem. If it be remembered that a final *s*, whether on a half-length or full-length stem, always reads last, such errors would not occur. Examine the following words: *applause*, *applau-ds*, *clause*, *clo-ds*.

WRITING EXERCISE ON THE *L*-HOOK.

1. Play, plow, blow, blaze, clay, clothes, glaze, glass, fly, flow,
2. Fleece, fleeces, fleeced, claw, cloy, clew, glow, glee, glue;
3. Couple, cable, giggle, gable, tackle, tickle, table, stable,
4. Dabble, double, chapel, joggle, juggle, goggle, pickle, peddle,

5. Papal, pupil, buckle, battle, bottle, beetle, Bible, baffle, bevel,
6. Bethel, shuffle, fickle, fiddle, feeble, vocal, uncle, ankle,
7. Angle, nibble, noble, maple, label; peopled, pickled, buckled,
8. Tickled, tumbled, dissembled, angled, peddled, haggled,
9. Tackled, tablet, dabbled, joggled, paddled, shoveled, fabled,
10. Knuckled, nibbled, muddled, libeled, labeled, hobbled; clash,
11. Claim, gloom, glare, bleach, club, cloth, clothe; plaster,
12. Blister, cloister, cluster, bluster; official, bushel, facial, uncial;
13. Tunnel, spinal, channel, final, flannel, penal, kennel, fennel,
14. Funnel, venal; enamel, animal, camel; choral, floral, rural,
15. Plural, spiral; retail, rattle, riddle, huddle, cattle, cuddle,
16. Gattle, kettle, cudgel.

L-HOOK ABBREVIATIONS.


able, ably


till, tell


at all


told


deal
deliver-y


children


call, equal-ly
clerk


collect-ed


final-ly


hold, held


oblige


feel, fill, fall
fail, fell
full-ly, fool


evil
avail


value


million


female


clear


guilt-y
glad


initial, influential


politics


relinquish-ed-ment

real-ly
roll
rule


heal, hall
hale, hail
whole

only


falsehood


calculate


miscalculate


melancholy

§ 10. Derivative abbreviations may be formed from any of the above by attaching any stem or modification that will add the required syllable to make the derivative word; thus,  *realize*,  *ruler*,  *enroll*,  *upheld*, *failed*,  *ruled*.

WRITING EXERCISE ON THE *L*-HOOK ABBREVIATIONS.

1. The clerk collected the full value of the million.
2. The children were real glad finally to deliver the whole.
3. The hall was delivered and final value collected as intended.
4. The melancholy fool failed to avail himself of the rule.
5. The guilty fool finally relinquished his hold on politics.
6. He failed to clear himself of the only falsehood told.
7. The whole was collected by an influential female and delivered.
8. I'm glad he feels fully equal to the female in politics.
9. They miscalculate the melancholy effect of the exact evil.
10. Oblige the children to hold, collect, and deliver its value.
11. Do not miscalculate the effect of the clerk's intent and guilt.
12. He filled the fool full and healed the melancholy female.
13. The falsehoods were calculated to avail nothing good.
14. He was fully able and glad to relinquish hold on the world.
15. Do not fail to make the delivery and collect the million.
16. He failed and was obliged to relinquish the million received.
17. I'm glad he cleared himself of guilt and falsehood on the deal.
18. Only tell him how hale he is and he'll feel equal to the call.
19. He really saw the fall and only hopes to heal the whole.
20. Oblige him and make a clear deal for the final delivery.
21. I'm glad to calculate the final evil and hazard all.
22. Tell him the whole and that I will collect the account.
23. Till cleared of the final charge it will avail nothing.
24. He fell and the fall was a bad one but upheld the ruler.
25. He realized that he had failed to enroll the ruler.
26. The guilty fool, led to account for his deed, got six months.
27. He could not realize while guilty that God was good.
28. It was the initial of his influential name that led to it.
29. We told them to calculate on the female of the family.
30. They were obliged to enroll and hold the name.

R–HOOK.

§ 11. When *r* immediately follows another consonant, it is represented by a small initial hook written on the opposite side of the stem from the *l*-hook; thus, *pr*, *br*, *tr*, *dr*, *chr*, *jr*, *kr*, *gr*.

§ 12. In the use of the *r*-hook on the curves there is an apparent irregularity; but in two particulars there is consistency and analogy throughout; namely, in the size of the hook (being small), and conforming to the left or lower side of the stems whether curved or straight; thus, *chr*, *shr*, *jr*, *zhr*.

§ 13. The *r*-hook on other curves is made thus: *fr*, *vr*, *thr*, *dhr*.

§ 14. The *r*-hook, like the *l*-hook, would be a waste of stenographic material if used on the stems for *s*, *z*, downward *r*, *ng*, *w*, and *y*, therefore *fr* cannot be mistaken for *rr*, nor *vr* for *wr*, nor *thr* for *sr*, nor *dhr* for *zr*, as the following illustrations will show:

pr, *fr*, *rr* being written thus: *rr* or or

br, *vr*, *wr* being written thus: *wr* or or

tr, *thr*, *sr* being written thus: *sr* or or or

dr, *dhr*, *zr* being written thus: *zr* or

These four curve signs are called turned-over letters, and they are used in this manner so as to be consistent in keeping the *r*-hook on the left side of inclined and upright stems, and to appropriate all the stenographic material to the best use.

§ 15. Two of the curve stems are subject to an exception that *w* may be distinguished from *r* on *m* and *n*, by shading them; thus, *mr*, *nr*, which, if not shaded, would be read for *wm* and *wn*. The *h*-stem is also slightly shaded to add *r* and distinguish simple *h* from *hr*; thus, *h*, *hr*. *R* is also distinguished from *w* on *l* by enlarging the hook; thus, *wl*, *lr*. Lĕr is never halved.

§ 16. Observe that the *r*-hook is made by the same motion of the pen on all the stems but two; namely, *n* and *l*, and on *h* the stem is simply shaded to indicate that *r* is combined with the *h*; thus,

pry, *fry*, *tree*, *three*, *eider*, *either*, *eager*, *Omer*, *inner*, *color*.

§ 17. Heavy up-strokes like *zhl* and *hr* are very slightly, if at all, shaded in practice, especially when they occur in combination with other stems.

§ 18. Ha is never halved unless modified by *l* or *r*.

§ 19. Rel is never halved.

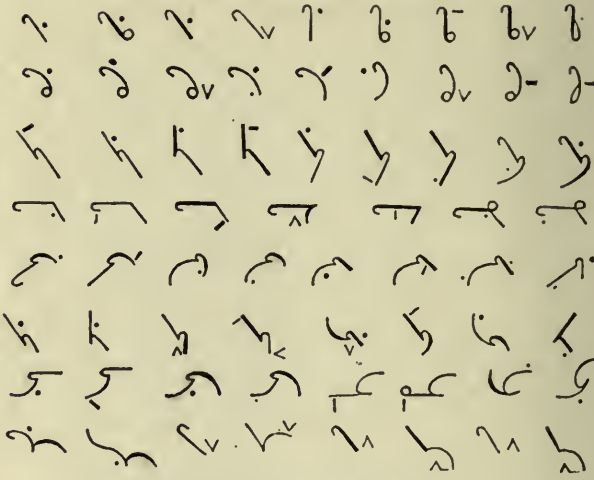
§ 20. The hooks are never used in short words and seldom in long ones, if they are not so closely connected with the stem to which they are attached as to make the two consonants sound as though combined into one. To illustrate:  *frame*,  *farm*,  *plea*,  *peel*,  *able*,  *bill*,  *phrase*,  *force*. See line 8 of the illustrations and Chapter XXI., on Syllabication, in Part II., Text-book of Phonography.

§ 21. *Pasture*, *fracture*, *feature*, *question*, and words of this class are not so conveniently, quickly, or legibly represented in phonography by their correct dictionary pronunciation as to write them according to the popular pronunciation and as though spelled *paschur*, *frakchur*, *feachur*, *queschen*. See the reading and writing exercises for our method of writing these words.

§ 22. It occasionally occurs that a pupil would hesitate between the employment of what would seem to be a conflict of principles in writing certain words, as for instance, whether to make a half-length in writing *battle* or to use *t* with the *l*-hook; and the student might think that the hooking principle should be employed in writing such words as *nettle*, *noddle*, etc., but this doubt can only arise in the absence of the knowledge of writing primitive and derivative words in analogy, or of a failure to understand the principle of syllabication. Words like *battle*, *bottle*, *tattle*, *total*, etc., are written with full-length stems and an *l*-hook in accordance with the principle of syllabication; and words like *nettle* and *noddle* are written by the principle of syllabication or analogy. Thus, *net* would be a half-length, and *nettle* would therefore require the addition of the *l*-stem; the same with *noddle*, being written in analogy with its primitive *nod*. See Chapter XXI. in Part II., Text-book of Phonography.

§ 23. In some joinings it is impossible to make perfect hooks. It is, therefore, important for the student to understand that it is only necessary to make what is called an offset instead of a hook, and that no attempt need be made to form a perfect hook. The *l* and *r* hook offsets are made by running back far enough on the first stem to form the hook for the second; thus,  *ripple*,  *cheaper*,  *color*.

ILLUSTRATIONS AND READING EXERCISE.

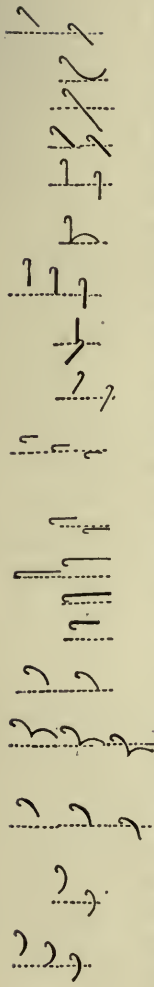


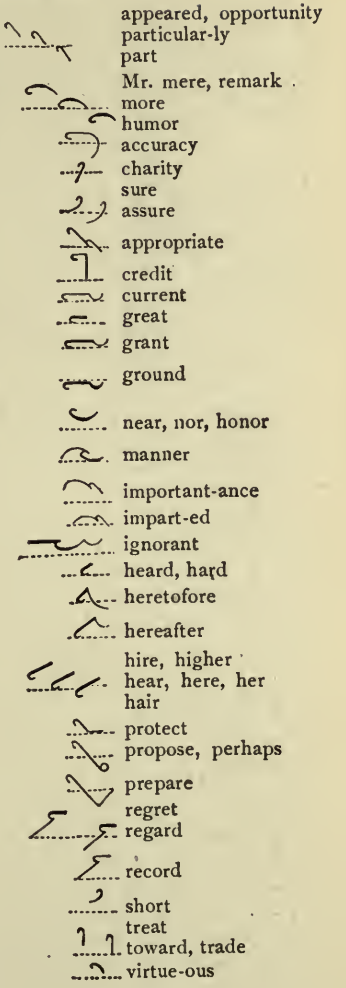
WRITING EXERCISE ON THE *R*–HOOK.

INSTRUCTIONS BY MAIL. — The student should write lines 2, 6, 8, 10, 13, 14, 16, for mail instruction.

1. Pray, pry, brow, tree, eater, try, tray, odor; price, prized,
2. Breeze, braced, trace, draws; crust, crazed, grist, graced,
3. Graces, grasses, process; prop, prime, probe, preach, brick,
4. Brag, broom, bridge, brim, breath, breathe, break, bring,
5. Trip, tribe, trick, track, trim, drug, dream, droll, creep,
6. Crape, croup, grim, grab, growl; paper, pauper, taper,
7. Dipper, cheaper, jobber, keeper, caper, copper, gutter, vigor,
8. Vapor, entry, sentry, pitcher, major, ledger, degree, measure;
9. Draggle, prattle, brittle, blacker; tapered, degrade, powdered,
10. Papered, beggared, obtrude, vibrate, entreat, labored,
11. Retreat, hatred, betrayed, lectured; free, fry, fray, affray,
12. Threw, throw, fro, loafer, lever, liver, bather, bother, leather,
13. Gather, frock, freak, frail, frog, thrill, throng, sugar (Shā),
14. Shaker, shaver, shiver, shekel; tenor, Sumner, collar,
15. Color, scholar, sheller, Shayler, fowler, valor; creature,
16. Fracture, lecture, picture, badger, capture, rapture, amateur,
17. Premature, tincture, juncture, venture.

R-HOOK ABBREVIATIONS.





§ 24. Derivative abbreviations may be formed from any of the above signs by attaching any stem or modification that will add the required syllable to make the derivative word; thus,  *shortest*,  *assured*,  *prepared*,  *greatest*,  *humored*, *regarded*,  *treated*,  *towards*,  *practiced*.

WRITING EXERCISE ON *R*–HOOK ABBREVIATIONS.

1. The principal member appeared to practice according to form.
2. Either affirm the proper number of their grant or write.
3. The doctor offered to cure the three authors properly.
4. Hereafter as heretofore your remarks should be very accurate.
5. His accuracy is important as the account was nearly correct.
6. I propose to protect and cure the hair with appropriate care.
7. The aggregate of the whole account-current will be credited.
8. The opportunity to prepare a short treat was appropriate.
9. Humor, with truth, accuracy, and character, is very important.
10. He will agree not merely to go through but over every danger.
11. I hear, my dear, that during danger you were true to me.
12. Cheer the ignorant and impart good knowledge particularly.
13. It was an opportunity to be heard in the chair of honor.
14. The principal term occurred three times, he was heard to aver.
15. I assure you that there are others yet to take part.
16. I regret to hear that her record and manner were very bad.
17. I would inform you that he affirms the chair frame is good.
18. That part of the principle appeared to be important.
19. The importance of trade is, perhaps, virtually acknowledged.
20. He prepared to appropriate the purport of the property.
21. A current of humor characterized in each particular member.
22. His short remark was a treat, nor do I regard it with regret.
23. That part of the credit is accurate and correct, though short.
24. Come near, in accordance with the virtue of your offer.
25. I grant your ground that the honor was great on your part.
26. It is important to be less ignorant and show more importance.
27. I propose to appropriate whatever may accrue to the grant.
28. I hear he agreed to hire her for a higher sum hereafter.
29. I hear doctor cared for and cured the author on the ground.
30. Remember to cheer each brother member who may appear.
31. Great things will accrue there from the doctor's charity.

LESSON XVI.

S-CIRCLE ON *L* AND *R* HOOKS.

§ 1. The student has already learned that *s*-circle is made on the right side of all the straight stems except *k*, *g*, Ra, and Ha, and that on these the motion is the same as in writing it on the other stems, but it brings the circle on the left side of these four consonants. This leaves the opposite side of the straight stems without a circle till we come to this lesson and find good use for one on the other side of the same stems.

§ 2. For the initial sound of *s* before any consonant straight stem taking the *r*-hook, combine the two with a circle made in the *r*-hook's place; thus,  *pray*,  *spray*,  *crew*,  *screw*. See lines 1 and 2.

§ 3. When *r* occurs between consonants written in different directions, it is best to keep the circle on the *r*-hook side of the second stem; thus,  *Jasper*,  *discreet*. See line 3.

§ 4. When *s* occurs between straight stems running in the same direction, it may be written as though initial upon the second stem as described in § 2; thus,  *distress*,  *disaster*,  *execrable*. See line 4.

§ 5. As the circle for simple *s* belongs on the *l*-hook side of straight stems, the circle and hook must both be shown when *s* comes in combination with the *l*-hook, to distinguish simple *sp* from *spl*; thus,  *sp*,  *spl*,  *supple*,  *sable*. See line 5.

§ 6. The same principle is also applied in writing *s*-circle between stems on the *l*-hook, whether the stems are written in the same direction or not, by elongating the *s* into a loop for convenience in joining and to preserve legibility in outline, the *st*-loop never being written on a hook; thus,  *explode*,  *exclaim*.

§ 7. In certain combinations where the *r*-hook occurs between stems the *s* is shown in the same manner as when on the *l*-hook; thus,  *gossamer*,  *vesture*,  *extreme*. See line 6.

§ 8. Whenever the expression of *t* in a loop would prevent the representation of *l* by the hook, the *t* may be omitted; thus,  *tasteful*,  *boastful*,  *breastplate*.

SPECIAL VOWELIZATION.

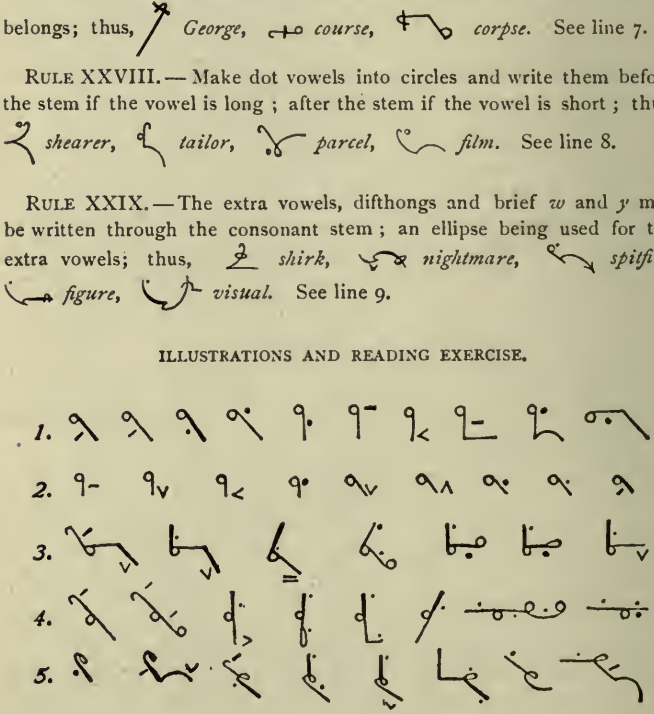
§ 9. The *l* and *r* hooks are intended to be used *only* when they are so closely connected with the consonant to which they are attached as to make the two consonants sound *difthongal*, as *pl* in *play* or *pr* in *pray*; but there are some words which would be too long for rapid writing, or awkward in their joinings if stems were used, in which case the vowel occurring between the hook and stem must be indicated in accordance with one of the following rules :

RULE XXVII. — Write dash vowels to be read between a stem and the *l* or *r* hook, through the stem and in the position to which the vowel belongs; thus,  *George*,  *course*,  *corpse*. See line 7.

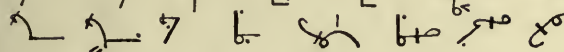
RULE XXVIII. — Make dot vowels into circles and write them before the stem if the vowel is long ; after the stem if the vowel is short ; thus,  *shearer*,  *tailor*,  *parcel*,  *film*. See line 8.

RULE XXIX. — The extra vowels, difthongs and brief *w* and *y* may be written through the consonant stem ; an ellipse being used for the extra vowels; thus,  *shirk*,  *nightmare*,  *spitfire*,  *figure*,  *visual*. See line 9.

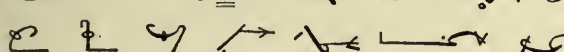
ILLUSTRATIONS AND READING EXERCISE.



6. 

7. 

8. 

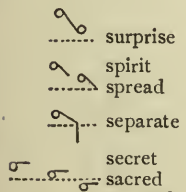
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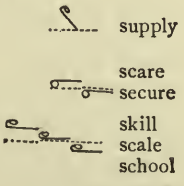
WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student should write lines 3, 5, 6, 8, 10, 12, 16, and 19 for mail instruction.

1. Spray, strew, sober, cider, supper, supreme, soprano, strata,
2. Succor, scrawl, struggle, straw, streamed, streamlet, strangle,
3. Strangled, strangler, strut, straight, straighter, sprout,
4. Sprayed, spread, strips, stripes, straps, stretch, struck,
5. String, scribe, scream, scratch, sister ; describe, proscribe,
6. Subscribe, day-spring, disparage, cheese-press, obscure,
7. Disgrace; prosper, distressed, outstrip, outstretch, distract,
8. Distress, disaster, execrable, excrescence ; sable, sidle, saddle,
9. Satchel, sickle, cycle, suckle ; classical, crucible, taxable,
10. Explore, display, displayed, peaceable, blissful, plausible ;
11. Pastry, pasture, extreme, gastric, mixture, fixture, texture,
12. Vesture, moisture, posture, frustrate, lisper, extract, extra,
13. Mistrust, orchestra, passover, gossamer, Mesmer, expressly,
14. Atmosphere, trustful, tasteful ; shearer, parcel, dark, charm,
15. Marvelous, garb, carp, barb, Harvey, barge, lark, torch,
16. Foraker, fork, curb, turkey, dirk, dirge, Hervey, burst,
17. Church, cursory, courage, curse, vellum, calcine, paralyze,
18. Recourse, unwholesome, Germany, shelf, health, inhale,
19. Visual, procured, recoil, figure.

SPEL AND *SPER* ABBREVIATIONS.





§ 10. Derivative abbreviations may be formed from the above by applying any principle necessary to add the required syllable to form the derivative word; thus, *surprised*, *surprises*, *scarcely*,  *spiritualized, spiritualist*,  *supplied.*

PRACTICE EXERCISE ON THE *SPEL* AND *SPER* ABBREVIATIONS.

1. In a school skill is supplied to secure and spread great virtue.
2. My spirit is equal but skill scarce able to secure a school.
3. It surprised me most that he had not secured the spirits.
4. His principle was to make a high scale and supply skill.
5. He was surprised by-the spirit and purpose of-the school.
6. Spread a knowledge of-the secret that secured the skill.
7. I was surprised at his stenographic skill and accuracy.
8. It appeared to-be a secret well secured and sacred though absurd
9. His humorous spirit spreads its character everywhere.
10. He secured the best opportunity to see the schools separate.
11. The current, to-be sure, was scarce enough toward trade.
12. I credit the remark more and more as the secret is told.
13. What other surprises are you sure of through either of them?
14. I assure you it is true that good schools are scarce.
15. Mere skill is not enough ; accuracy and character are needed.
16. Though each school is separate, the aggregate is large.
17. Practice to remember each separate number for-the doctor.
18. Secure the truth for-the author at any hazard hereafter.
19. Money is scarce because the supply is short in trade.
20. The character of-the scare spread a spirit of surprise.
21. I propose spirits here be spiritualized for trade only.
22. His call fell short of-the purpose, though near the record.
23. Her manner and purpose surprised me beyond everything.
24. My dear, take care of your skill, for such is scarce.
25. Skill in shorthand gives trade to many a brother's school.
26. Perhaps your purpose is to propose and prepare a spread.
27. The record of-the school is scarcely a surprise to us.
28. Higher pay will, it is sure, secure better trade next month.
29. Who cared what occurred over their scare and surprise.
30. His manner nor skill were not the same nor higher now.
31. I'll spread the secret, though sacred, secured and scarce.

LESSON XVII.

HOOKS FOR *N*, *F*, AND *V*.

§ 1. The sound of *n* at the end of words and syllables where no vowel follows it, is represented by a small final hook made on the left or under side of stems, corresponding to the *r*-hook side of straight stems; thus,  *pin*,  *candy*,  *run*. See line 1.

§ 2. A final *s* may be expressed with an *n*-hook on a straight stem, the same as initial *s* is represented with the *r*-hook, by turning the *n*-hook into a circle or loop for *st* or *str*; thus, *bones*,  *danced*,  *punster*. See line 2.

§ 3. Circles on the left or under side of single straight stems always include the hook belonging to that side of the stem, so the student must be careful if desiring simply to represent *s* to keep it on the opposite side of the stem from that to which the *n* or *r* hook belongs.

§ 4. It is not convenient to form a hook on the back of curves, and for that reason *n* must be written on the curve side of the curved stems; thus,  *fawn*,  *urn*. See line 3.

§ 5. The *n*-hook on curves cannot be made into a circle to imply a following *s*, as is the case with straight stems where *s* follows *n*. The circle for *s* must be written within the *n*-hook to show the difference between simple *s* and *ns*; thus, *mice*,  *mines*, *vice*, *vines*, *errs*, *earns*. See line 4.

F AND *V* HOOK.

§ 6. *F* or *v* may be represented at the end of words or syllables by a small final hook made on the circle side of *straight stems only*; thus,  *dove*,  *cave*,  *strife*. See line 5.

§ 7. Because the *f* and *v* hook is made on the circle side of straight stems a following sound of *s* must be written so as to leave the hook open; thus,  *briefs*,  *strives*. See line 6.

§ 8. Observe in the engravings throughout this book that wherever the *s*-circle is made on a hook initially, medially, or finally, it is elongated like a loop and made in the direction of the stem to which the hook belongs.

This makes it easy to write *s* on hooks and is sure to preserve their shape. It will not conflict with other loops or the large circle, because *st*, *str*, and *ses* are never written on hooks.

§ 9. When *t* or *d* is expressed by halving on stems containing final hooks, the *t* or *d* reads last; thus, *pent*, *puffed*, *dent*, *rent, rend*, *vent, vend*. See line 8.

§ 10. When *m*, *n*, *l*, or *r* are hooked and halved, either initially or finally, no distinction is made by shading to show whether *t* or *d* is represented, as it is unnecessary to make such distinction; thus, *meant*, *mend*, *went, wend*. *lent, lend*, *wart, ward*.

§ 11. The circle for *s* on a half-length, the same as a full-length, always reads last; thus, *pets*, *dents*, *tufts*. See line 9.

§ 12. *Own* may be added to pronouns and *than* to comparatives by the *n*-nook; thus, *our-own*, *my-own*, *more-than*, *sooner-than*.

§ 13. The *n*-hook may also be used to represent the cognate sound *ng* without the least liability of confusion and with a saving of legibility on left-inclined straight stems followed by *k* or *g*, thus, *bank*, *pink*.

§ 14. The imperfect hook for *n*, when made as an offset, is formed by the first stem resting far enough in from the end of the second consonant to allow for the hook; thus, *seminary*, *printer*.

§ 15. A half-length *n* cannot be used after *p*, *b*, *t*, or *d*, and for the same reason a half-length *p*, *b*, *t*, or *d* cannot be used before an *n*-stem, because there would be no angle at the point of junction, and so such words as *peanut*, *bonnet*, *tenet*, *donate*, *batten*, *tighten*, and *deaden* have to be written with the *n*-hook; thus, *pennate*, *bonnet*, *tenet*, *denude*, *platen*, *batten*, *tighten*, *deaden*. See Chapter VIII., in Part II., Text-book of Phonography.

§ 16. For the reason that a half-length cannot be used where there is not an angle at the point of junction between it and the stem to which it is attached, the halving principle cannot be employed after *k* when immediately following *f*, *v*, or upward *l*, therefore the following class of words must be written thus: *fecund*, *vacant*, *slackened*.

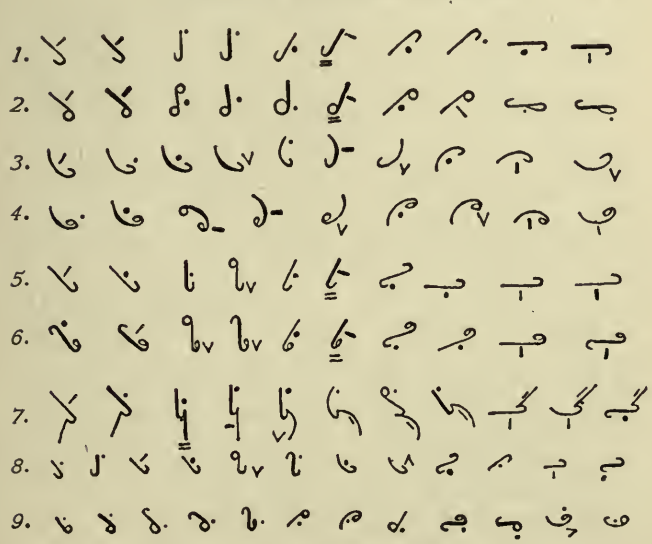
§ 17. Legibility also requires that *k* or *ng*, when preceded by an *r*-hook and followed by *n* and *t* or *d*, must terminate thus,  *grunt*,  *groaned*,  *crowned.*

§ 18. The circle may be written on the *n*-hook in the middle of words, on the principle of using medial *s* with an *l* or *r* hook; thus,  *ransom*,  *handsome*,  *transit*,  *density*,  *Princeton.*

§ 19. Neither *f* nor *v* can be made half-length when following *t* or *d*; nor even full length if followed in turn by *st* or *zd*, so the hooks must be used in such words as  *defeat*,  *devised*,  *diffused.*

§ 20. For the reason that an *l*-stem following an *f* or *v* hook would destroy legibility, the *f* or *v* stems with the *l* hook are used instead; thus,  *baffle*,  *bevel*, *devil*,  *trivial.*

ILLUSTRATIONS AND READING EXERCISE.

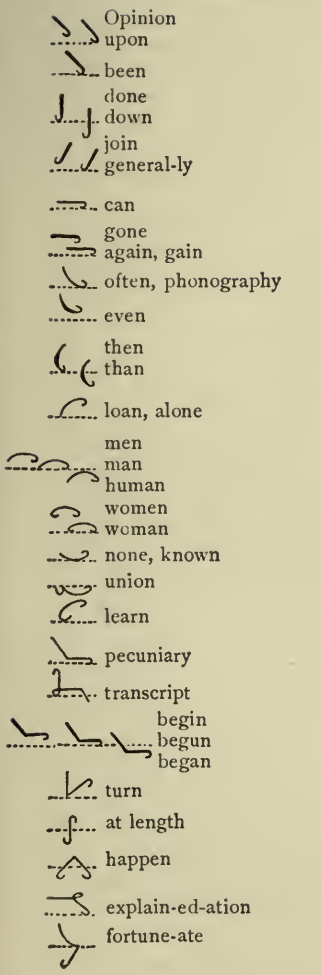


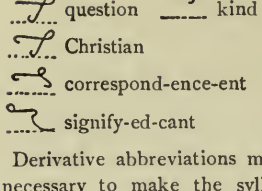
WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student should write lines 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 24, 27, 29, 31, 33, 35, for the teacher's correction and instructions.

1. Pen, bane, bone, tan, den, chain, chin, coin, keen, cane, gun,
2. Rain ; spin, spoon, stone, scan, sicken ; pippin, obtain, deepen,
3. Domain, cabin ; prune, brain, bran, train, drown, crane,
4. Crown, green, grain, grin, grown ; plain, plan, blown, clean,
5. Clan, clown, glean, decline, recline ; pinch, punch, punish,
6. Banish, candy, miner, plenty, plunge ; strains, screens,
7. Widens, dines, pins, chains, gains, canes, tones, dens,
8. Glance, sustains, suspense ; danced, chanced, bounced,
9. Cleansed, entrance, entranced, instance, instanced, punster,
10. Spinster, cleanses, bounces ; fun, vine, thin, zone, shine,
11. Lawn, moon, nun, famine, raven, lemon, Mormon, Norman,
12. Soften, seven, Simon, Stephen, flown ; fins, vines, vanes,
13. Shines, lines, lanes, moans, moons, nuns, swains, swoons ;
14. Finish, vanish, heathenish, thinness, penance, weapon,
15. Widen, wooden, waken, wagon, sweeten, Sweden, worn,
16. Warn, warned ; puff, bluff, pave, drive, strife, strive, dove,
17. Jove, heave, cave, rove, cough, cuff, grave, grieve ; puffs,
18. Bluffs, paves, drives, strives, coves, joves, caves, roves,
19. Coughs, cuffs, graves, grieves ; toughen, deafen, deafness,
20. Define, divine, devout, devotee, divide, defeat ; (use Ra)
21. Rover, river, quiver, quaver, cover, cleaver, clover, engraver,
22. Beverage, revert, revertible, reverence, reverenced,
23. Reverences, reverent, pained, bond, bound, banned, tinned,
24. Pinned, toned, attained, tanned, donned, dunned, chained,
25. Fond, fained, fund, blind, trained, drained, cleaned, frowned,
26. Throned, lined, leaned, ironed, errand, mend, moaned,
27. Mound, wound, wailed, welled, ward, wend, wand ; devour,
28. Beaver, tougher, meaner, vainer, finer, thinner, leaner ;
29. Tufts, taunts, taints, tents, tends, tints, chants, pants, paints,
30. Bends, fonts, founts, faints, fends, vaunts, vents, mounts,
31. Mends, vends, stints, slants, cleft, craft, draft, gland, trained,
32. Bland, blend, shrined, flint, frowned, strived ; my-own,
33. Your-own, their-own, her-own, our-own ; Bennett, denuded,
34. Bayonet, nominate, satinet ; pittance, buttons, tightens,
35. Deaden, beaten, batten, mitten, mutton.

ABBREVIATIONS — *N*-HOOK SIGNS.





§ 21. Derivative abbreviations may be formed by adding any modification necessary to make the syllable of the derivative word ; thus, *turned*, *returned*, *befriended*, *acquainted*.

PRACTICE EXERCISE ON THE *N*-HOOK ABBREVIATIONS.

1. It was my opinion he would join the general and be gone.
2. If it had been done down there, I would have gone again.
3. Upon my opinion it ought to have been done at once again.
4. Go down and in a general way join again or be gone.
5. The practice of phonography makes men and women equal.
6. Even by phonography you can often do more than you expect.
7. Learn by experience that a loan will not return when expected.
8. Tell me again your opinion of phonography ; can I learn it ?
9. He had gone down to see the general and join his friends.
10. Will they loan him one thousand dollars on western lands ?
11. Even then some men do not think women ought to go in front.
12. If it had not been done, I would have gone to great expense.
13. To gain practical knowledge of phonography, correspond.
14. Southern gentlemen learn from women to-be human, kind.
15. Their union was known to begin for pecuniary gain alone.
16. None but the good can explain the significance of-the question.
17. Learn phonography well and begin to make a fortune at once.
18. He explained the correspondence to-the kind gentleman.
19. Don't go behind the returns to find how the loan was made.
20. The superintendent is surprised to find the foundation turned.
21. I find the lands don't correspond to-the deed, in front.
22. His balance in Kansas is significant and indispensable.
23. He wanted to surround the men but the general had fallen.
24. Experience is indispensable to understand fortunes made.
25. The occurrence in Kansas shows to my mind gains again.
26. The stenographer's transcript was second to none around here.
27. That may appertain to-the woman if she began a Christian.
28. The gentleman was found subsequently to-be an acquaintance.

29. To turn around and befriend a man is Christian experience.
30. You began that transcript some time ago; it should be done.
31. His correspondence is large and signifies a good trade.
32. Fortunately he was a Christian as the accident turned out.
33. The correspondent would not give a satisfactory explanation.
34. A prominent gentleman made it a permanent point to-be done.
35. You should make it a point to attend in Kansas at any expense.
36. I didn't have anything done with the gentleman down there.
37. He was found to-be an acquaintance of-the superintendent.
38. I hadn't the least idea the amount would balance the account.
39. Experience may be expensive but is indispensable anywhere.
40. I did not expect to find a friend with a fortune at once.
41. Don't go against the returns in Kansas on that occurrence.
42. Prominent men deed land to friends, women, or acquaintances.
43. The gentlemen will generally appoint a prominent man.
44. I cannot tell him to superintend and mind his own business.
45. I understand they will surround it for-the second time.
46. A subsequent occurrence in Kansas went against the gentlemen.
47. The gentleman was not his equal mentally nor generally.
48. It was hard to understand why he went around subsequently.
49. I did not say that the round sum paid for-the poor land.
50. I do not say the expense was too great for-the amount received.

ABBREVIATIONS — *F* AND *V* HOOK SIGNS.

before
above


difficult-y
different-ence


devise, device
advice, advise


gave, government


proof, prove
approve


improve-d-ment


proficient-ly-iency

perfect


belief, believe


defect
advocate


deficient-iency

defense
advance


profit


profitable


prophetic


providence


extravagant-ly-ance


forgive, forgiven


forgave

PRACTICE EXERCISE ON THE *F* AND *V* HOOK ABBREVIATIONS.

1. He found difficulty in his defense and extravagance.
2. Before you go above you had better be forgiven and forgive.
3. Take my good advice, improve, be proficient and perfect.
4. The deficiency is equalled by the difficulty in the government.
5. It was my belief that he would believe the advocate.
6. Before you know it the difficulty will be over and explained.
7. The deficiency cannot balance the defect in the account.
8. It was difficult to prove the difference in the profits.
9. He forgave the bad effect of-the advice in the defense.
10. My advice would be to devise something better, more perfect.
11. Advocates gave the government deficient proof against him.
12. I do not approve of-the improvement advocated as perfect.
13. It seemed to-be a perfect improvement without a defect.
14. If you believe it to-be perfect, why don't you advocate it?
15. Better improve your defense before you advance against him.
16. He was found to-be proficient and perfect in phonography.
17. It is difficult to improve on his device and prophetic wisdom.
18. Don't be extravagant if you want to make it profitable.
19. They forgave him then for his extravagance and belief.
20. It will be improved so as to-be approved and permanent.
21. He cannot be appointed unless perfect and proficient.
22. It is kind in Providence to forgive evil and extravagance.
23. The accident proved the defect and deficiency in advance.
24. It was different, deficient, and imperfect, though permanent.
25. He again began to question the pecuniary gain in advance.
26. Though often extravagant, he made profits again and again.
27. The man forgave the woman and approved of-the union.
28. Upon my opinion, his extravagance was perfectly human.
29. He was known to-be alone and without advice in the defense.
30. At length it happened as expected, advocates had the profit.
31. What does it signify then, if the man was human and forgave?
32. Can you explain how difficult it is to make a large profit?
33. The device is not perfect and cannot be improved upon.
34. I believe the amount deficient; the proof was against him.
35. If you go against the defense, you cannot advance again.
36. That may appertain to western and southern men, not to us.
37. If you have a perfect belief in Providence, you will forgive.

LESSON XVIII.

HOOKS FOR *SHN.*

§ 1. Syllables ending in the sound of *shn*, as in *tion*, *cian*, *sion*, may be represented by a large final hook made on either side of straight stems, as may be most convenient in joining, though generally the hook follows the *s*-circle side of stems, especially on curves; thus, *potion*, *passionate*,  *fashions.* See line 1.

§ 2. To preserve legibility in rapid writing it is necessary when convenient to write the *shn*-hook on the opposite side of a straight stem from an initial circle or hook; thus,  *inception*,  *sections*, *creation.* See line 2.

§ 3. The large hook for *shn* must be written on the upper side of Ra and Ha to prevent their curving and being misread for *l* with the *shn*-hook; thus,  *ration*,  *Hessian*,  *lesion.* See line 3.

§ 4. The natural, instead of the dictionary, pronunciation may be followed where *t* and *d* in certain words are more easily represented by *ch* and *j*, using the latter stems with a large hook in such words as  *perpetuation*,  *graduation.* See line 4.

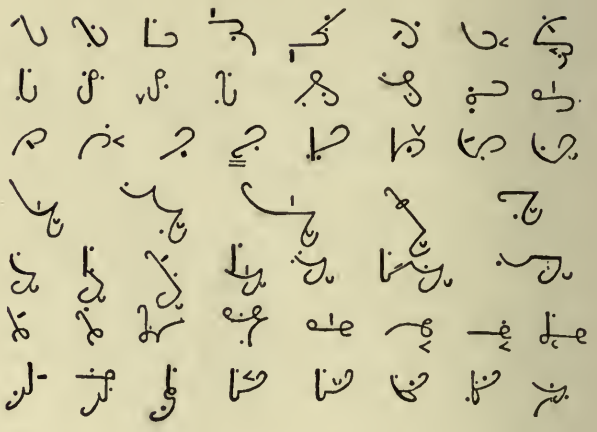
§ 5. When there are two sounds of *sh* coming immediately together, the last one followed by the sound of *n*, the word should be written thus,  *emaciation*,  *appreciation.* See line 5.

§ 6. To indicate *shn* following the sound of *s* represented by the circle, make a semicircle on the back of the stem; thus,  *transition*, *physician.* See line 6.

NOTE. — This hook should never extend beyond the end of the stem to which it is attached. Observe the engravings closely to see how it is formed.

§ 7. To simplify the outlines of words, and preserve legibility by analogy, together with increasing speed, use Ish or Sha with an *n*-hook following hooks or modifications where none of the above *shn* representations could be employed; thus,  *attenuation*, *invention*,  *flirtation.* See line 7.

ILLUSTRATIONS AND READING EXERCISE.

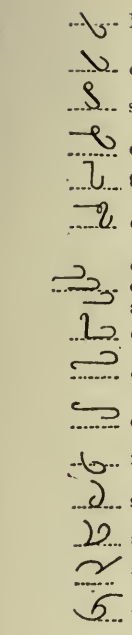


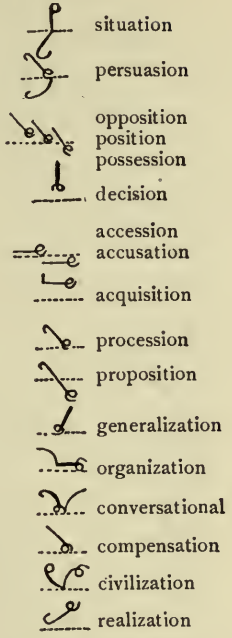
WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — Write lines 2, 4, 6, 8, for instructions by mail.

1. Potion, fusion, visions, sedition, attraction, attractions,
2. Detraction, subtraction, refraction, infraction, reduction,
3. Logician, magician, approbation, election, (El) elocution,
4. Elocutionist, factionists, affectionate, affectionately, stationer,
5. Stationary, auctioneer, cautionary, revisionary; perception,
6. Suction, secretion, deception, inception, reception, inspection,
7. Desecration, discussion, exclusion, execration, excursion;
8. Infatuation, perpetuation, fluctuation; negotiation, nauseation,
9. Initiation, propitiation, appreciation, emaciation; cessation,
10. Vexation, causation, succession, incision, sensation, musician,
11. Musicians, supposition, transitional, processional; extension,
12. Expansion, detention; deviation, devotion, diffusion.

ABBREVIATIONS—*SHN*-HOOK SIGNS.





§ 8. Derivative abbreviations may be formed by the addition of any principle necessary to indicate the derivative word; thus,  *fashioned*,  *nationalization.*

PRACTICE EXERCISE ON *SHN* ABBREVIATIONS.

1. Caution is necessary in-the correction of civilization.
2. It was a missionary association that gave the exhibition.
3. He had some objection to-the acquisition of-the situation.
4. There is nothing equal to-the exhibition of his exaggeration.
5. The subjection of his passion was an occasion for action.
6. The direction of-the tuition was toward civilization.
7. The exhibition was upon the exaggeration of-the situation.
8. With caution and decision the action may be an acquisition.

9. I gave occasion for-the action and passion of his conversation.
10. Prove the correction an objection given on-the accusation.
11. It was the fashion to make a collection a realization.
12. Whatever your collection, make the correction in question.
13. The session of-the association was in opposition to subjection.
14. It was a national association for-the acquisition of money.
15. The nationalization party happen to explain a great question.
16. The subjection to fashion is an exhibition for correction.
17. A national association believes in-the tuition of civilization.
18. Let your tuition be a passion in-the fashion of persuasion.
19. The situation of-the missionary association is peculiar.
20. Woman's persuasion is occasion for direction of correction.
21. Go alone in-the direction of-the realization of exaggeration.
22. There is much caution and generalization in organization.
23. Why take opposition to-the position when in possession ?
24. Generally the opposition in-the procession has possession.
25. The possession of a loan is a good position for decision.
26. The situation is worse than the accusation of-the opposition.
27. His proposition is an organization without compensation.
28. The world's exhibition was an acquisition for civilization.
29. They have been in-the procession since the accusation.
30. The accession to-the organization is a missionary procession.
31. A proposition is in possession of-the organization in session.
32. Begin an association in a session of action and conversation.
33. Your position is an occasion for pecuniary compensation.
34. It is known the Union was in possession of the collection.
35. His decision is a generalization of opposition to realization.
36. It happened at length to-be only conversational opposition.
37. None begun so well as he the conversation on generalization.
38. He was at length fortunate in his position and possessions.
39. He explained the situation and-the unfortunate proposition.
40. It was a correction that did appertain to-the accession.
41. The acquisition or possession proved a profitable accession.
42. There is a mental difference in-the position of-the fashion.
43. My belief is not different in-the direction of compensation.
44. I do not believe a different compensation will be profitable.
45. Decision above indifference is an acquisition with caution.
46. Advise persuasion before and above accusation and decision.
47. I forgave accusation and advised persuasion on-the occasion.

LESSON XIX.

SEMICIRCLE FOR *IN*, *EN*, *UN*, AND *N*.

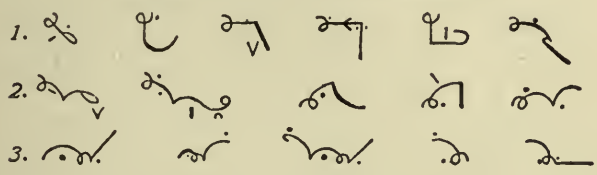
§ 1. The syllable for *in*, *en*, or *un*, preceding the *s*-circle on *r*-hook signs, is expressed by a small semicircle made so as to keep the circle on the *r*-hook side of the straight stem; thus, *inseparable*, *unstrung*. See line 1.

§ 2. This hook may be used to express the same syllables before a curved sign preceded by the circle, in which case the junction of an *n*-stem would be hard to form; thus, *insoluble*, *unseemly*. See line 2.

§ 3. It may also be used before stems bearing the *l*-hook, as in the words *envelope*, *invaluable*, etc., and its use has also been suggested before Ra, in words like *unrest*, *unreasonable*, *unready;* thus,

§ 4. The same hook may be used finally for *n* when *s*-circle immediately precedes the sound of *n*, where the joining would be inconvenient to use the *ni*-stem; thus, *mason*, *frozen*. See line 3.

ILLUSTRATIONS AND READING EXERCISE.



WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student may write all the words in this exercise in a lesson by mail.

1. Unsuppressed, unscrew, unsurmised, unswayable, insoluble,
2. Insatiable, unceremonious, enslave, unsalable, unsullied,
3. Inscribe, unsolvable, unseemly, ensample; mason,
4. Masonry, masonic, Johnson, Jefferson, arsenal, Thompson, unravel,
5. Robinson, moisten, mercenary, Madison, freemason, unreformed,
6. Emerson, arsenic, Williamson, unfledged, inflated, inflexible.

ABBREVIATIONS — *N*-HOOK SIGNS.

 insecure  insult medicine

 inspire  unscrupulous  Wisconsin

 instruct  unsolicited arson

§ 5. Derivative abbreviations are formed as heretofore described; thus, *inspired*, *insulted*.

§ 6. *Than* may be added to comparatives by using the *n* hook; thus, *less-than*,  *faster-than*.

WRITING EXERCISE ON THE *LV* AND *EN* HOOK ABBREVIATIONS.

1. He took the medicine to Wisconsin through N. H., unsolicited.
2. Accordingly they were inspired to instruct him again.
3. He was properly held for arson and insulted in Wisconsin.
4. The unscrupulous insult and follow passion and bad advice.
5. It was an insult to doubt the wisdom of-the instructor.
6. Though properly instructed, he put up the medicine insecurely.
7. Instruct the men in Wisconsin how to take the medicine.
8. He was told it was insecure and took it as a great insult.
9. The advertisement in Wisconsin came for-the medicine unsolicited
10. I wish you could inspire and instruct him in virtue yourself.
11. It was an unscrupulous act inspired by his bad influences.
12. It is easy to-be seen that the medicine is insecure in Wisconsin.
13. If you insult him you will have to-be better instructed.
14. It came insecure and unsolicited and not as instructed.
15. You should inspire those whom you instruct with more hope.
16. He was mistreated and insulted by an unscrupulous man.
17. Your record may be faster-than his but is less-than expected.
18. Those things came unsolicited and did not inspire us much.
19. Instruct no less-than inspire those whom you know well.
20. There was an insecurity about it that did not inspire me.
21. The medicine was bitter, but I felt better when I took it.
22. He is instructed to inspire the arson and insult the instructor.
23. Unsolicited he took the medicine prepared by the trade.
24. If you go faster-than you ought to, failure will follow you.
25. The insecurity of-the ground inspired the unscrupulous act.

LESSON XX.

SHADING.

§ 1. The letter *m* is shaded to express a following *p* or *b*, as indicated in the table of consonants and shown in diagram on page 2; thus, *imp*, *stump*. See lines 1 and 2.

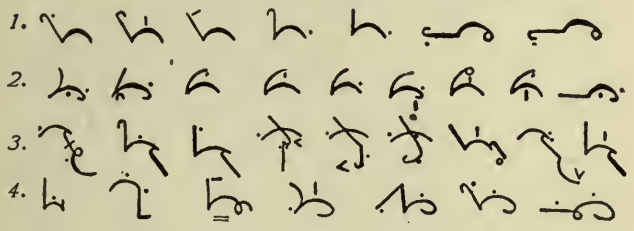
§ 2. As directed in Rule XVII., downward El must always be written before heavy *m* to secure an easy junction between the stems, as well as legible outlines for words. See line 2.

§ 3. The heavy *m* is never used where it would destroy syllabication. For this reason the following class of words must be written with separate stems, and intersected where the joining would tend to illegibility; thus, *impanel*, *trumpet*. See line 3.

§ 4. *P* need not be expressed with *m* when it is immediately followed by *t*, *sn*, or *shn*, for in most cases it has no appreciable sound; thus, *Sampson*, *gumption*, *empty*. See line 4.

§ 5. Emp, or Emb, as it is called, is never halved.

ILLUSTRATIONS AND READING EXERCISE.



WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student may write all of this exercise for mail instruction.

1. Pomp, pump, bump, damp, dumps, stump, stamp, jumps,
2. Camp, dump, thumb, mumps, swamp, Sambo, champagne,
3. Champaign, champion; primp, plump, tramp, cramp, clamp,
4. Clump, Jumbo; impolite, impeach, impostor, tempest, impugn,
5. Imputation, imputable, impend; temple, trample, tumble;
6. Limbo, lump, limp, lamp, lumbago; presumption, assumption,
7. Coemption, temptation, redemption, preëmpted.

LESSON XXI.

LENGTHENING.

§ 1. Ing is made double length to express a following *kr* or *gr* syllable; thus, *winker*, *anger*. See line 1.

§ 2. Emp is lengthened in like manner to add a following *r;* thus, *amber*. See line 2.

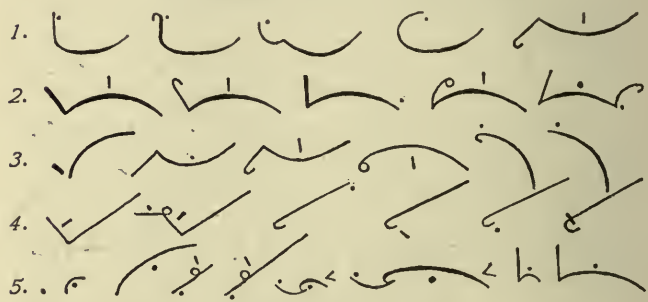
§ 3. Any other curved stem is lengthened to express a following *tr*, *dr*, *thr*, or *dhr;* thus, *smatter*. See line 3.

§ 4. Of the straight stems only Ra and Ha are made double length, and these simply to express *tr* or *thr;* thus, *exporter*, *heater*. See line 4.

§ 5. If a primitive word is expressed by a half-length curve or a half-length Ra or Ha, a derivative may often be expressed by lengthening the same sign; thus, *fight*, *fighter*, *wild*, *wilder*. See line 5.

§ 6. Vowels are written as though the stems were but a single length.

ILLUSTRATIONS AND READING EXERCISE.



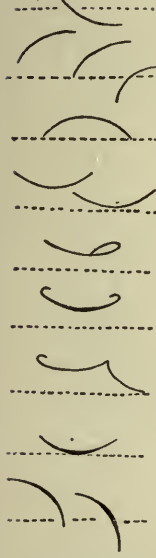
WRITING EXERCISE — WORDS.

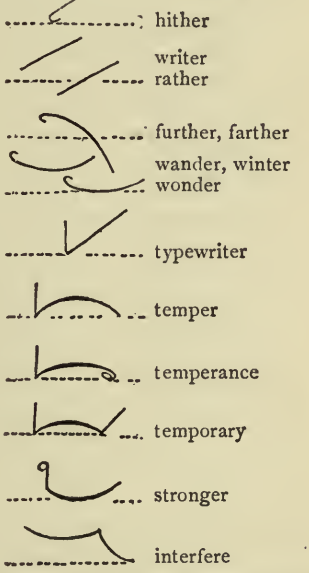
INSTRUCTIONS BY MAIL. — The student by mail should write lines 1, 2, 4, 6, 8, 11, for instruction.

1. Sinker, tinker, ranker, tanker, winkers, hanker, handkerchief;
2. Finger, linger, languor, monger, hunger, damper, jumper,
3. Scamper, ember, umber, amber, slumber, chambers,
4. Timber, limber, lumber, cucumber, somber, Cumberland,
5. Chamberlain, plumper, primper, pumper; neuter, center,

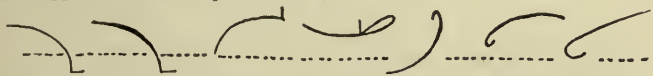
6. Easter, oyster, ranter, hunter, cinder, sunder, enterprise,
7. Introduction, interpose, uninterrupted, interjection, intersect,
8. Intervene, interweave, wither, withers, flounder, philanthropy,
9. Smother, smoother, slaughter, smiter, saunter, tinder, slender,
10. Slander, feather; fat, fatter, fight, fighter, light, lighter,
11. Soft, softer, flat, flatter, swift, swifter, slight, slighter.

DOUBLE-LENGTH ABBREVIATIONS.



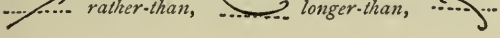


§ 7. Derivative abbreviations are formed by using any principle that will suggest the word required; thus,



ordered, watered, lettered, interested, shorter, wilder, holder.

§ 8. *Than* may be added, as already explained, by the *n*-hook; thus,



rather-than, longer-than, farther-than.

WRITING EXERCISE ON DOUBLE-LENGTH ABBREVIATIONS.

1. Father and mother are writers of rather good long letters.
2. Neither is better-than the other although his are longer.
3. A northern writer went further and said father's were better.
4. But I see some difference in winter, for they seem lighter.
5. The lighter a letter the more it is liked by the general reader.
6. It takes good matter to make a good letter for an old writer.
7. Neither should enter with another any farther this winter.
8. If you write another letter to father make it lighter and shorter.
9. Neither mother nor father will enter farther, for a wonder.
10. My interest goes further in that good writer than mother's.
11. Most wonderful northern weather; so temperate in winter.
12. I no longer hold only a prominent but a temporary position.
13. He is the holder of the interest on my wonderfully bad note.
14. Better say whether you will wander or buy the typewriter.
15. He is stronger, has a temper; better not interfere with him.
16. I no longer care whether he goes hither in winter weather.
17. I would rather be a good writer than wander much farther.
18. A typewriter for a wonder believed in temperance and water.
19. It was rather longer-than ordered for the holder or writer.
20. Better go hither and learn to use the new typewriter.
21. His interest, though stronger, became shorter and shorter.
22. He will not interfere with interests of the writer any longer.
23. His is longer-than theirs and will go further-than any other.
24. Temperance has much to do with a good writer on water.
25. I would rather be stronger and lighter than shorter and wilder.
26. If interested in-the typewriter don't mind the winter weather.
27. The stronger and wilder, the more temper, for a great wonder.
28. He was a well-lettered writer, and for a wonder, temperate.
29. The letter of the money was paid his large interest monthly.
30. The goods were well-lettered when ordered to-be sent farther.
31. Such weather in winter is no longer a wonder to-the writer.
32. The temporary interference was rather stronger than water.
33. My mother is wonderful as a northern writer and reader.
34. His typewriter is stronger but will not last longer-than others.
35. When they enter the wonder you will look much longer.
36. Do you know the entire winter was a wonder of weather ?
37. I don't know whether I will enter this winter or another.

LESSON XXII.

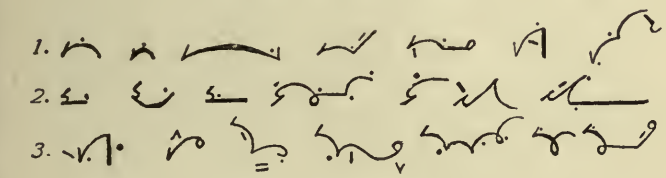
TICK FOR *H.*

§ 1. There are but two ways of representing *h* in this system of phonography; one is by a stem and the other by a tick /. The stem is named Ha and the tick Hĕ.

§ 2. The tick is always used for *h* preceding light and shaded *m*, curved *r*, *l*, and *w*; thus, *Hem*, *hemp*, *hamper*, *harm*, *halo*, *whist*. These are the only consonant stems on which the tick is written, and it takes very nearly the direction of Cha.

§ 3. In all other combinations it assumes the direction that will give the sharpest angle at the point of junction, being made either upward or downward, as occasion may require; thus, *whip*, *whiff*, *wheat*, *Wheeling*, *whirl*, *whine*, *whim*.

READING EXERCISE — WORDS.



WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — All the words in this exercise may be written in a lesson by mail.

1. Hymn, hem, hemmed, ham, hum, hummed, homely,
2. Homeliness, homeless, homily, hominy, humility, hump,
3. Hemp, humbug, hamper, hampered, Humber, wholesale, hilly, halberd, helve, hellebore, harm, Holden;
4. Harmony, harmonize, harmless, Hampton; whey, whoa,
5. Whizzes, whist, whisk, whistle, whiskey, whiskers, whacked,
6. Whip, whop, whopper, wheat, Whitelaw, whittle, whack,
7. Whacks, whig, whiff, whale, wharf, wharves, whim,
8. Whimsical, whine.

LESSON XXIII.

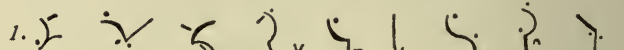
THE USE OF STEMS AND MODIFICATIONS.

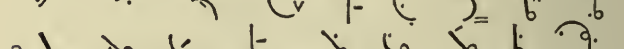
§ 1. Stems are indicators of vowels, and modifications of syllables or clusters of consonants with no vowel intervening. Wherever a stem consonant appears, it may be known that a vowel is closely associated with it. Where a circle, loop, or hook modification occurs, it represents a whole or part of a syllable composed entirely of consonants; for this reason a modification cannot be used when a vowel occurs in a position to require a stem for its expression. The following rules will guide to a correct application of phonographic principles:

RULE XXX. — A vowel preceding or following a consonant requires such letter to be represented by a stem; thus,  *Oscar,*  *awake,*  *notes,*  *notice.* See line 1.

RULE XXXI. — A stem must be used when a vowel intervenes between two consonants; thus,  *opposed.*  *opposite,*  *plea,*  *peel.* See line 2.

ILLUSTRATIONS AND READING EXERCISE.

1. 

2. 

WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student by mail should write lines 1, 3, 5, 7, 9, 11, and 12 for instruction.

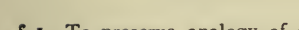
1. Pier, bar, fear, par, peal, bail, toll, vale, veal, bower, dower,
2. Keel, geer, gore, coal, chill, gill, jail, jeer, jar, mill, mail,
3. Nail, Nile, vere, vile, Thayer, shore, spear, spill, weekly,
4. Spheres, forces, somnambulic, peccadillo, tobacco, maniac,
5. Barricade, paradox; beset, dusty, tasty, gusto, upset, besides,
6. Ascension, ascent, asinine, askance, askew, aspen, assault,
7. Assiduity, assiduous, assimilate, assuage, assuasive, asthma,
8. Escapade, escutcheon, espionage, espouse, isolate, ossify,
9. Auspicious, auspices, awaken, award, aweary, pity, jetty,
10. Kitty, giddy, veto, shadow, meaty, natty, knotty, Lottie,
11. Daisy, cozy, Vesey, Lizzie, rosy, hazy, briny, coffee, gravy,
12. Funny, coney, guinea, rainy, honey, bevy, taffy, scrawny,
13. Tardy, Pliny, hasty, pastry.

LESSON XXIV.

DISJOINED PARTS OF WORDS.

§ 1. To preserve analogy of form, to maintain simplicity, and to increase legibility, it is allowable to disjoin parts of words that cannot be written connectedly without change of outline, or the formation of an arbitrary sign.

§ 2. When a word is written in two or more separate parts, place the parts closer together than would be the case in the distance shown between separate words. There will be a tendency to carry a disjoined part of a word as far away from the first part of it as one word would be from another, and this would lead to hesitation and doubt in reading. Therefore this must be avoided, even if it be found necessary to overlap or intersect parts of words, in order to keep them close together; thus,

 *patronage,* *remittance,* *impend.*

§ 3. Observe the list below, and form words in this manner wherever there would be difficulty in joining all the parts.

§ 4. The young stenographer will have a tendency to disjoin words that can be written together with perfect ease; this should be avoided, because words are only disjoined to gain an advantage by it, and when disjoining is used where there would be no advantage gained, the principle works the opposite way and tends to slovenly habits in making outlines.

 somewhat

 thereon

 thereof

 commencement

 instrumentality

 draftsman

 motionless

 standstill

 misplaced

 indelicate

 straightforward

 meanwhile

 harder

 inarticulate

 olden

 oldish

 propound

 kindly

 impute

 incompleteness

 unconsciously

LESSON XXV.

PREFIXES AND AFFIXES.

§ 1. A prefix is the first syllable of a word, or that portion of a word which when joined to a primitive will form a derivative.

§ 2. An affix is the last syllable of a word, which when joined to a primitive will form a derivative.

§ 3. Prefix and affix signs serve the purpose of abbreviating words without loss of any of their syllables, and are among the most legible principles of contraction.

§ 4. A prefix sign is placed at the beginning of a stem, an affix sign at the end of a stem, regardless of any modification that may be used initially or finally. Dots or dashes, used in either capacity, should *never* be placed beside stems as in that position they would conflict with similar signs used to represent vowels.

§ 5. The prefixes are written thus:

AFTER — Half-length *f* joined to the remainder of a word,  *after-noon*,  *after-life*,  *after-wards*. See line 1.

ACCOM — *K* written over the remainder of a word, as  *accomplice*. See line 1.

CIRCUM, SELF — A small circle written by the side of the stem, *circum* in first-vowel position, *self* in second, as  *circum-vent*,  *self-made*, See line 1.

CON, COM, CUM, COG — A dot,  *con-strain*, *com-prise*,  *cum-bersome*. See line 2.

CONCOM — Two dots,  *concom-itant*. See line 2.

CONTRA, CONTRO, COUNTER — A dash written at right angles to the stem,  *contra-vene*,  *contro-vert*,  *counter-irritant*. See line 3.

DECOM — *D* placed as near as possible in the position of *com*, *decom-posed.* See line 3.

DISCON, DISCOM — *D* with the *s*-circle,  *disconn-ect*, *discom-fort.* See line 3.

FORE, FOR — Joined or disjoined *f*, or *f* with the *r*-hook, according to convenience,  *fore-noon*,  *for-bearance*,  *for-get.* See line 4.

MAGNA, MAGNE, MAGNI — *M* written over the remainder of the word,  *Magna-Charta*, *magne-tism*, *magni-fy.* See line 4.

MISCOM, MISCON — *Em-s* written over the remainder of the word,  *miscon-ceive*, *miscom-pute.* See line 5.

IRRECON, IRRECOG — Downward *r* in *com's* place,  *irrecon-cilable*, *irrecog-nition.* See line 5.

NEW — *N* joined, *New-Testament.* See line 5.

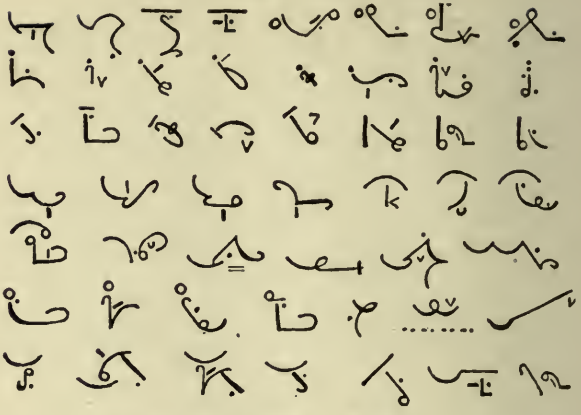
NON — *N* with the *n*-hook, when convenient to join, or two *n*-stems, or disjoined *Nen*, according to convenience,  *non-resident*,  *non-appearance*, *non-delivery.* See line 5.

SELFCON, SELFCOM, SELFCONTRA — A small circle written in the position of *con*,  *selfcon-ceit*,  *selfcomm-and*,  *selfcontra-dictory.* See line 6.

UNDER — Half-length heavy *n* joined and accommodating itself to the position of the word,  *under-gone*, *under-paid.* See line 6.

§ 6. A consonant used to indicate the first syllable of a word may be placed in the position of the *con*, *com*, *cum*, *cog* dot, and will then indicate both its own value and that of the dot:  *incon-ceivable*,  *miscon-strue*,  *noncon-formity*,  *recog-nition*,  *recomm-end*, *recon-cilable*,  *incog-nito.* See line 7.

ILLUSTRATIONS AND READING EXERCISE.



WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — The student should write lines 1, 3, 5, 7, 10, 12, 13, 14, 16 18, 20, 22, 24, 27, 28, 30, 32, for mail instruction.

1. Afterthought, afterwards, aftergrowth; accommodated,
2. Accommodation, accomplish, accomplishment; circumjacent,
3. Circumflex, circumlocution, circumspect, circumscribe;
4. Selfrespect, selfrestraint, selfdeception, selflove, selfreproach,
5. Selfrighteous, selfdestruction, selfeducation, selfsacrifice,
6. Selfpraise; contains, contrite, constant, condemn, concur,
7. Concourse, concrete, conclave, convex, convey, conceive,
8. Conception, condense, condensation, contrive, contrivance,
9. Construct, control, contrasted, consolidation, concocted;
10. Compose, composition, comprise, complexion, compositor,
11. Compound, compounded, compost, compilation, commitment;
12. Cumber, cumbered, cumbrous, cumbrance, cumbersome;
13. Cognate, cognomen, cognizant, cognizance, cognominal,
14. Cogwheel; contraband, contradict, contradiction, controvert,
15. Counterpoint, countermand, counterpart, countersign;
16. Decompose, decomposition, decompound; discomfort,
17. Disconcert; foreknow, foreknowledge, forewarn, foreclose,
18. Forehanded, forsake, forsooth, forswear, forlorn, forerunner,
19. Foretaste, foreshadow, forestall, foresail; irreconcilable,

20. Irreconciliation, irreconcilement ; magnetic, magnificent,
21. Magnify, magnitude, magnetism, magnesia ; miscompute,
22. Miscomputation, misconceive, misconstruct, misconjecture ;
23. New England ; nonexistence, nonarrival, nonattendance,
24. Nonobservance, nonpayment, nonprofessional, nonplussed,
25. Nonfulfillment, nondelivery ; selfconceit, selfconscious,
26. Selfconquest, selfconviction, selfcontrol, selfcomplacency,
27. Selfcontained, selfcontradictory, selfcontradiction ; undersell,
28. Underscored, undersign, underwent, underwriter, underfoot ;
29. Inconstant, inconsolable, uncontrollable, unconceivable,
30. Unconvinced, incumbent, recompense, recognize, recognizes,
31. Recognition, unincumbered, uncompressed, unmagnetized,
32. Unaccommodated, uncontradicted, preconcerted,
33. Preconception, noncompliance, nonconformity, unselfish.

AFFIXES.

§ 7. An affix is the final syllable of a word, and therefore can never be represented by a sign unless a root word precedes it. To illustrate take *clave, vert, clusion, pletion, plicate,* and a prefix will make out of these nothings or fragments of words, *conclave, controvert, conclusion, completion, complicate.* A perfect word, however, must precede an affix, as *pay, know, sense, man,* to which the attachment of the affix makes *paying, knowingly. sensible, manhood.*

§ 8. The affix signs are written finally and in the same relative position to the consonant stem as the prefix signs, so as to avoid conflict with vowels.

§ 9. The affix signs are as follows:

AFTER — The same sign as used in the prefix,  *hereafter,*  *thereafter.* See line 1.

BLE, BLY — The stem for *b* joined when not convenient to use *b* with the *l*-hook,  *sensible,*  *restrainable,*  *retrievably.* See line 1.

FORTH — *F* or *fth,*  *henceforth,*  *thenceforth,*  *sendforth.* See line 1.

FORF, FULL, FULLY — Joined *f,* or *f* with the *l*-hook when convenient. See lines 1 and 2.

HOOD — Joined *d* to the preceding part of the word,  *manhood.* See line 2.

ING — A dot written on a line with the stem which it follows,  *cautioning*,  *mustering*. See line 2.

INGS, INGLY — The former, a circle in *ing* dot's place; the latter, a heavy tick in *ing* dot's place, at right angles with the stem,  *blessings*,  *leanings*,  *knowingly*,  *seemingly*. See line 3.

LY, AL, ALLY — Disjoined *l* written close to the remainder of the word,  *manly*,  *sentimental*,  *instrumentally*. See line 3.

SHIP — *Ish* lapping the preceding part of the word,  *friendship*,  *partnership*. See line 4.

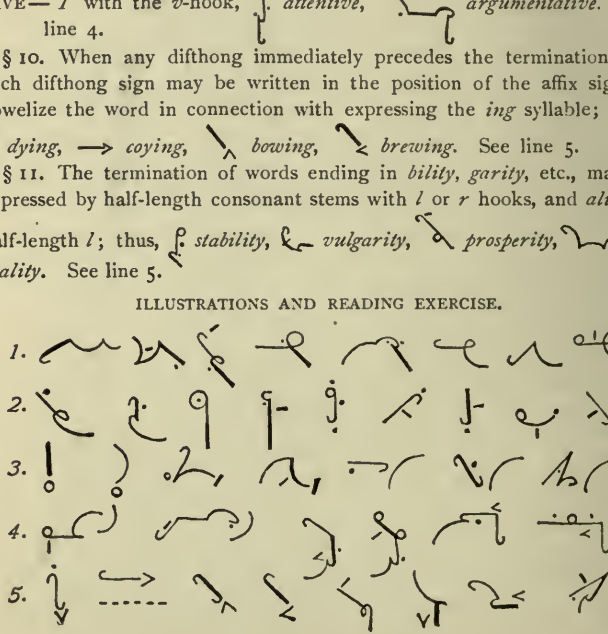
SHALL, SHALLY — *Ish* joined to the preceding portion of the word,  *credential*,  *penitentially*. See line 4.

TIVE — *T* with the *v*-hook,  *attentive*,  *argumentative*. See line 4.

§ 10. When any difthong immediately precedes the termination *ing*, such difthong sign may be written in the position of the affix sign to vowelize the word in connection with expressing the *ing* syllable; thus,  *dying*,  *coying*,  *bowing*,  *brewing*. See line 5.

§ 11. The termination of words ending in *bility*, *garity*, etc., may be expressed by half-length consonant stems with *l* or *r* hooks, and *ality* by half-length *l*; thus,  *stability*, *vulgarity*,  *prosperity*,  *formality*. See line 5.

ILLUSTRATIONS AND READING EXERCISE.

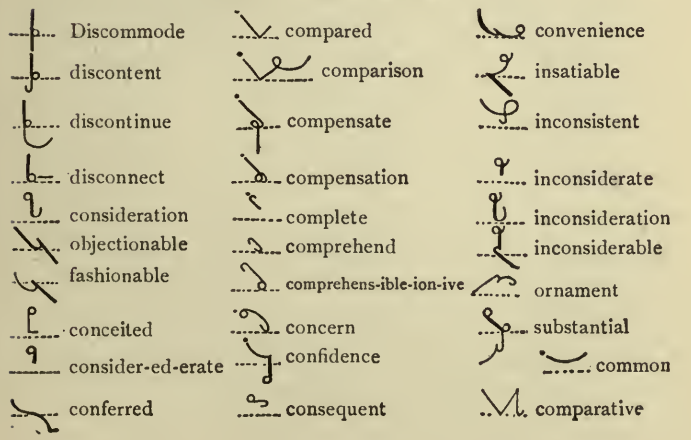


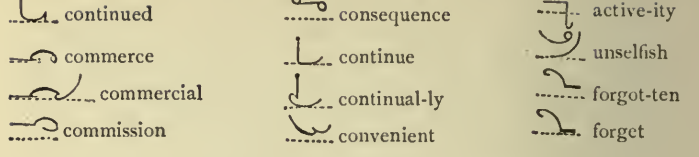
WRITING EXERCISE — WORDS.

INSTRUCTIONS BY MAIL. — All the words in this exercise may be written in a lesson by mail.

1. Thereafter, admissible, amenable, attainable, rentable,
2. Actionable, accessible, detestable, erasable, governable,
3. Insensibly, lamentably ; callforth, callsforth ; wherefore,
4. Therefore ; successful, painful, wakeful, shameful-ly,
5. Wrongful-ly, grateful-ly, thankful-ly, peacefulness,
6. Dreadfulness ; womanhood, neighborhood, sisterhood,
7. Likelihood ; cautioning, running, cutting, owing, chopping ;
8. Doings, engravings, teachings, sayings ; lovingly, rejoicingly,
9. Charmingly, amazingly, movingly, disparagingly ; vainly,
10. Secondly, meanly, bravely, sensitively, cautiously,
11. Nutritiously, regimental, detrimental, sacramentally,
12. Sentimentally, elementally ; stewardship, scholarship,
13. Horsemanship, workmanship ; penitential, circumstantial,
14. Prudentially, substantially ; captive, motive, lucrative,
15. Executive, preventive, attentive ; coying, contriving, repining ;
16. Incredulity, excitability, disability, prodigality, frugality,
17. Capability, legibility, municipality, formality, principality,
18. Dexterity, posterity.

ABBREVIATIONS — PREFIX AND AFFIX SIGNS.





WRITING EXERCISE ON PREFIX AND AFFIX ABBREVIATIONS.

1. He was considered a fashionable and conceited fellow.
2. It is perfectly incomprehensible how inconsiderate he is.
3. It was a substantial concern, although lacking confidence.
4. The consideration was not objectionable compensation.
5. I cannot comprehend what makes him so discontented.
6. Will it discommode you much to disconnect the ornaments?
7. To be discontented and discomforting is almost fashionable.
8. The consideration conferred was complete confidence.
9. They will discontinue that consideration if compensated.
10. He was considered conceited and fashionable at times.
11. It was no inconsiderable sum to pay for the ornament.
12. His conceit was insatiable, complete, beyond comprehension.
13. Do not discommode yourself in order to disconnect it.
14. If it puts them to any inconvenience I will consider it.
15. A conceited man is a fool indeed beyond comparison.
16. It is comparatively easy to adjust the disconnected parts.
17. He ought to discontinue his attentions if not returned.
18. Any sum will compensate the concern for the inconvenience.
19. The consideration conferred was compensation enough.
20. It is objectionable to be fashionable, if not complete.
21. Do you comprehend the consequent inconvenience considered?
22. He was very considerate, conceited, and fashionable.
23. They will discontinue the action for a consideration.
24. He was expected to disconnect the instrument at once.
25. They considered him just, though inconsistent and inconsiderate.
26. He was comparatively substantial, though without confidence.
27. Compared to anyone else he was the most fashionable.
28. The consideration was comparatively small for the concern.
29. It was a non-substantial and only comparative belief.
30. It was inconsistent and an inconsequent inconsideration.

31. Concerns having complete confidence comprehend all.
32. Large concerns have given inconsequent sums for charity.
33. It will be used to complete ornamental purposes.
34. The subject is comprehensive, complete, and substantial.
35. The consideration was paid for ornamental purposes.
36. He could not disconnect himself from the evil influences.
37. He had an insatiable, inconsistent, and inconsiderate feeling.
38. Do you comprehend the comprehensiveness of the subject?
39. What is the use of being discontented and discommoded?
40. Have you considered well all the objections to fashion?
41. Compared to fashion, conceit is inconsiderate inconvenience.
42. There is nothing to compensate for a conceited fool.
43. It is of no consequence whether compensated or not.
44. The comparison is not to be compared with the consequence.
45. Better concern yourself more about your confidences.
46. He had an insatiable desire without comprehension.
47. He was not to be reconciled to the small recompense.
48. He misconstrued the object of the gentleman's introduction.
49. The consideration rendered was inconsiderably small.
50. Little consequence what happens to the inconsiderate.
51. It is not comprehensible, it is so inconsiderably small.
52. No difference what the consequence, I have confidence.
53. In consequence of the facts let us be considerate.

LESSON XXVI.

APPOSITION.

§ 1. Apposition in phonography means that relation of words by which one can be misread for another, owing to similarity in sound or consonants.

§ 2. Grammar, gumption, common sense, or education are not enough in themselves to prevent the stenographer from making mistakes in reading certain words that come in apposition. It is therefore necessary to have some positively distinguishing feature for such words as would easily be misread.

§ 3. There are several methods of distinguishing the conflicting words: by difference in the outline of words composed of the same consonants; by position; by vowelization.

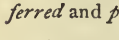
§ 4. The words which most frequently conflict are given in the following list, and should be learned and practiced as here written. The student should write the exercises following the list, till each form of each differing word can be written in its proper position with certainty and correctness, and he can read the same without conflict, doubt, or hesitation.

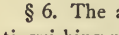
§ 5. As derivatives are written in analogy with their primitives, they are for that reason not always indicated in this list. To illustrate: *preferred* and *proffered* are simply the half-lengths of *prefer* and *proffer*.

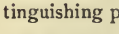
§ 6. The abbreviations throughout this book are written in their distinguishing positions and are not therefore necessarily repeated here.

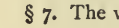
§ 7. The words in the following list are arranged in alphabetic al order.

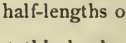
WORDS IN APPOSITION DISTINGUISHED.

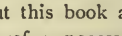

Abandoned, abundant

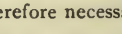

accept, expect

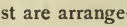

account, count


accursed, cursed

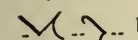

amend, mend

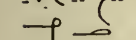

annual-ly, only

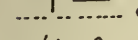

apostle, epistle

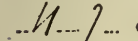

apprehend, comprehend

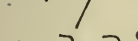

apprehens-ive-ion, comprehens-ive-ion

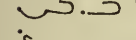

birth, breath

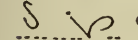

caused, cost


charge, church

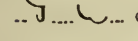

communication, connection


completion, compilation


confident, evident

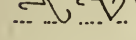

confidence, evidence

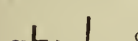

corporation, corroboration

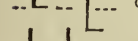

deduct, detect

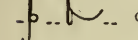

destine, destiny

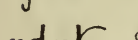

detail, deadly

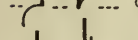

differ-d-ent-ly, difficult-y

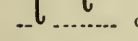

director, directory

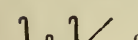

disease, decease

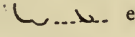

distribute, disturbed

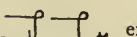

elaborate, labored

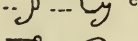

embarrass, embrace

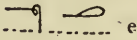

emanation, mention

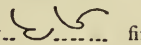

entail, until

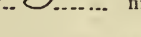

event, vent

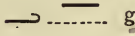

extension, extenuation

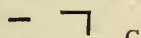

extra, extraordinary

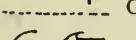

final-ly, finely

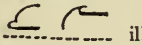

gave, give


God, guide

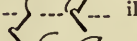

illegal-ly, legal-ly

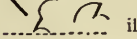

illegible-y, legible-y


illegitimate, legitimate

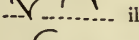

illiberal-ly, liberal-ly

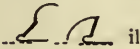

illogical-ly, logical-ly


immaterial, material


immeasurable-y, measurable-y

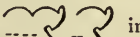

immoderate, moderate


immoral-ly, moral-ly


immortal-ity, mortal ity


impart, import


inattention, intention


indulgence, intelligence

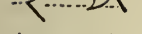

inevitable, unavoidable

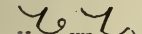
B. O. B...
LAWYER
DALLAS, TEXAS

WRITING EXERCISE ON WORDS IN APPOSITION.

1. He abandoned the accursed thing for abundant reason.
2. We did expect he would accept the count on account.
3. They cursed and abandoned the accursed thing as expected.
4. Better mend your ways and amend the apostle's epistle.
5. The apostle paid the annual and only dues for the epistle.
6. I apprehend you do not comprehend the deadly thing in detail.
7. The apostle gave birth to an idea that lacked breath.
8. At birth he had breath, apprehension, and comprehension.
9. Your lack of comprehension caused my apprehension.
10. He's illogical and illiberal, apprehensive and comprehensive.
11. He gave the charge to the church to give the communication.
12. Send the communication and charge to make the connection.
13. On completion of the compilation take charge of the church.
14. The corroboration of the evidence gave him confidence.
15. It is evident he is perfectly confident of the cost it caused.
16. What the corporation destine is not the destiny of the thing.
17. You may detect with great difficulty and deduct differently.
18. It was difficult to tell what caused the difference in the cost.
19. What caused the director to differ from the directory?
20. You may have a disease without likelihood of decease.
21. Intelligence and indulgence are unavoidable and inevitable.
22. It was unavoidably inevitable that you would be liberal.
23. If you are intelligent you will be indulgent with your charge.
24. If you embrace and it embarrass don't mention the emanation.
25. Though elaborate and labored, it disturbed to distribute it.
26. Whatever emanation from the vent, don't mention the event.
27. The extension was an extenuation, to entail until all time.
28. Until they entail enough finally, it will not be finely built.
29. If you have an extra guide, it will be extraordinary.
30. Though illegal and illegitimate, it was legal to legitimate it.
31. Illegitimate shorthand is most illegible and illogical.
32. Logical shorthand is legible and legal everywhere.
33. It is immaterial what the material is and of what import.
34. That may be measurably good; this is immeasurably better.
35. He was a moral and immoral, moderate and immoderate fool.
36. Mortal or immortal, your intention with inattention fails.
37. Though mortal, the import of life imparts immortality.

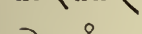

Insatiable, unsociable

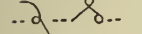

ingenious, ingenuous

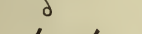

irredeemable, redeemable

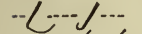

irresponsible, responsible

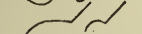

January, June

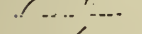

literary, lottery


machinery, missionary

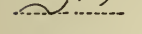

marked, market

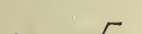

mercantile, American

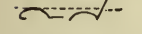

minister, monster


misses, Mrs.


mortgage, mortgagee

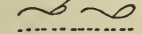

neglect, negligent


oppressor, pursuer


patience, passions


patient, passionate


patron, pattern


persecute, prosecute

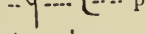

personal, personnel

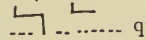

prefer, proffer


prevent, profound

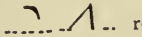

private, provide


quiet, quite

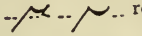

rēad, rĕad


renewed, ruined

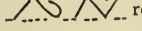

repression, reparation

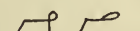

requisite, request

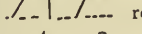
retort, retreat


separate, support

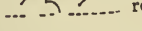

similar, smaller

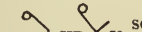

sport, spread


started, strayed


starve, strive

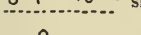

surpassed, surprised

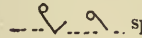

terrible, trouble


therefore, therefor

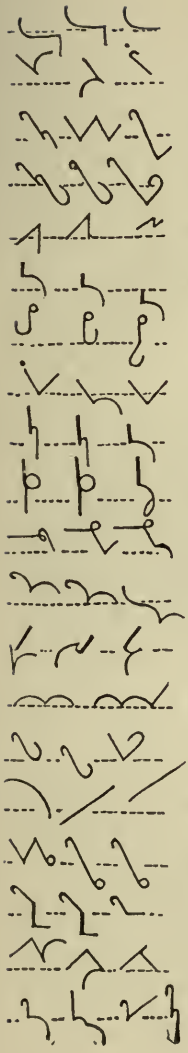

thereof, thereto


thorough, through


train, turn


written, retain

1. She was irresponsible, irredeemable, unsociable, ingenuous.
2. Though ingenious and insatiable, he was ingenuous, unsociable.
3. His insatiable and unsociable manner was not redeemable.
4. January and June are months for a missionary and machinery.
5. A missionary said a literary lottery was bad machinery.
6. The minister was a literary American mercantile monster.
7. It was marked as a lottery monster in the American market.
8. The Misses were negligent and did neglect to become Mrs.
9. Her negligence was the cause of the gentleman's neglect.
10. The oppressor of a mortgagee is the pursuer of a mortgage.
11. He would not be responsible for the irresponsible lottery.
12. He was a patient, passionate patron of a certain pattern.
13. You may persecute or prosecute patience or passions.
14. I like him personally, and his personnel is pleasing.
15. To prevent being profound would be to prefer the proffer.
16. His private did not provide quiet and rēad quite late.
17. When ruined he made reparation and renewed repression.
18. What you rĕad in private provide and rēad again and again.
19. You cannot quite quiet a ruined man till he is renewed.
20. It was a request and requisite she have separate support.
21. If you retort you will retreat and strive or starve.
22. It was similar though smaller, and once started, strayed.
23. Strive not to starve, and though you spread, don't be a sport.
24. Surprised that he surpassed him in the terrible trouble.
25. Be thorough as you go through the train and don't turn.
26. Retain what you have written so as not to be surprised.
27. It was made therefor and therefore was not surpassed.
28. If, therefore, you are bound therefor, turn the train.
29. If legal to say thereof or thereto, don't say therefor.
30. She will retain a lawyer when she has written a will.
31. The difference between terrible and trouble is difficulty.
32. Reparation and repression are requisite for separate support.
33. Though similar, it is smaller and may spread or sport.
34. Go through the train and turn the request to support.
35. Repression renewed and ruined him beyond reparation.
36. Though they strive hard, still they starve in the train.
37. As a private acquaintance, you should provide quiet and read.
38. I am not surprised that you are a sport unsurpassed.



Affect, effect, fact

appeal, compel, comply

appropriate, purport, prepared

appropriation, proportion, preparation

aright, wrote, write

auditor, debtor, doubter

citation, station, situation

compare, power, pure

daughter, editor, debtor

desist, diseased, deceased

expert, export, expired

form, frame, farm

Gentile, genteel, gentle

memory, memoranda, memorandum

operation, oppression, portion

order, rather, writer

purpose, propose, perhaps

predict, product, protect

repeal, repel, reply

trader, tartar, territory, traitor

1. If you affect a fact, the effect will be indifferent.
2. You may compel an appeal, if you comply with the facts.
3. Are you prepared to appropriate the purport of it aright?
4. The appropriation for the preparation is in proportion.
5. The effect may affect the fact and the appropriation.
6. The auditor wrote the debtor to write to his daughter.
7. I understand the preparation is an unjust appropriation.
8. If you write aright, what you have written will be writing.
9. The debtor said the situation of the citation was in the station.
10. Compare power with the pure and protect the daughter.
11. The editor was an auditor in the station, though a debtor.
12. Legal power will compel a debtor to appeal or comply.
13. The editor's daughter was a doubter as well as a debtor.
14. You may desist, but if diseased, expect to be deceased.
15. The deceased had a good preparation for the disease.
16. The expert prepared an appropriate preparation to export.
17. The expert expired when the debtor took his export for debt.
18. If you've farmed it you'll know how he formed and framed it.
19. If you are a Gentile, or genteel, you will be gentle.
20. Whatever your situation or power, be pure in the station.
21. A long memorandum is not necessary with a good memory.
22. But memoranda must be made to help the memory remember.
23. His memory was poor but memoranda perfect when compared.
24. I had a farm in good form in a frame and exported it.
25. To feel the operation, take a portion of the oppression.
26. Order the writer rather to make good memoranda.
27. I would rather be a good writer than an order clerk.
28. The operation was an oppression of the debtor and editor.
29. Perhaps you'll propose the purpose to protect or predict.
30. I predict if you reply to the appeal it will repel the product.
31. Whether a tartar or a traitor, the territory is large.
32. I propose to question your purpose and protect you.
33. You may appeal and compel a reply if you comply and repeal.
34. If you write aright you will see a different purport.
35. A tartar wants large territory to be a great traitor.
36. Send the editor, though a doubter, a reply for the daughter.
37. The deceased was an editor who expired as an expert.
38. The preparation was an appropriation out of proportion.

LESSON XXVII.

SPANISH PHONOGRAPHY.

By Fred. R. Guernsey, Editor *El Financiero Mexicano*, City of Mexico.

THE VOWELS.

§ 1. The vowel sounds in Spanish predominate, whereas in English they are subordinate; hence in the former it is necessary to have for their representation simple, easily distinguished, and connectible signs to represent the frequent difthongs.

I use this scheme:

A • pronounced ah.
E ∧ pronounced ay as in play.
I ∨ pronounced ee as in feed.
O ı — pronounced oh.
U ∩ pronounced oo as in food.

§ 2. These signs are facile and legible. It must be remembered that in Spanish the vowels are spoken clearly, that there are no *flat* sounds, as "a" in "rat," or "u" in "bull." The vowels are sonorous, clear, and uttered with the mouth well open, a difficult matter for an Englishman or American, accustomed to our verbal shorthand with half the syllables swallowed.

COMBINATIONS OF VOWELS.

§ 3.
- ie pronounced ee-ay.
- ei pronounced ay-ee.
- io pronounced ee-oh.
- oe pronounced oh-ay.
- ia pronounced ee-ah.
- ai pronounced ah-ee.
- ui pronounced oo-ee.
- ue pronounced oo-ay.

NOTE.—"A" may be added or prefixed by a small circle vowel, but this plan is not very useful in practice. Example:

ai. *ia.* *ua.*

THE CONSONANTS.

§ 4. *J* not being employed in Spanish pronunciation, represents the strongly aspirated "h." As for instance: *justicia* (justice), *caja* (box), *reja* (grating), *madeja* (skein), *ingeniero* (engineer).

§ 5. *Rr*, a single letter of the Spanish alphabet, may be represented by  or by  or  according to convenience. This double *rr* is a strongly trilled *r* and must be carefully distinguished from the soft *r*, represented by and .

§ 6. The liquid *ll*, also a single letter of the Spanish alphabet, I represent by  (up) or  (down).

§ 7. The *ñ* in Spanish I represent by . Examples of the foregoing:

Double *r* —  *barrio* (ward),  *arrimar* (to bring near),  *tierra* (earth). Liquid *l* —  or  *calle* (street),  *llama* (flame); *ñ* as in  *Señor* (Sir),  *Señorita* (Miss).

ABBREVIATIONS.

—— *Que* (that, which, etc.);  *por* (by, for, etc.);  *para* (to, for, etc.);  *todavia* (yet, still);  *de* (of, from);  *del* (of the);  *porque* (because, why); o *se* (itself, herself, themselves, himself, etc.);  *su* (his, hers, its, etc.).

AFFIXES.

 Mente, as in *tatalmente* (totally);  *miento*, as in  *pronunciamiento*  (proclamation).

Cion. — I use the *shun* hook for the very frequent termination *cion*, as for example: *nacion* (nation), *terminacion* (termination),  *nacionalidad* (nationality),  *ambicion* (ambition).

§ 8. I think the above rapid glance at phonography as applied to Spanish will demonstrate that the American Standard can be used in writing Spanish. First of all, a good knowledge of Spanish grammar is needed, and then common sense.

REMARKS. — Although it is often necessary to throw in vowels in Spanish, yet I believe that a joined-vowel system is not needed, and that the *l*, *r*, *n* and *shun* hooks in phonography, the halving principle, etc., render Spanish note-taking swifter by a non-connective vowel scheme.

APPENDIX.

POSITION.

§ 1. Position is that principle in Phonography by which consonants of words are placed in relation to the line of writing to suggest their most marked vowel. It is, in other words, the writing of consonants above, on, through, or below the line, to indicate the accented vowel of a word.

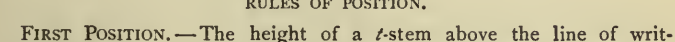
§ 2. The principle is one for the exercise of individual judgment, and serves the purposes of some writers of shorthand more than others.

§ 3. The principle of position cannot, therefore, be set down as a rigid rule, the judgment and necessity of the writer determining how little or how much he shall use it, outside of observing it strictly with reference to the established abbreviations of the system. These are given positive positions for distinction between what would otherwise be conflicting words, as, to write the words *be* and *by, do* and *had, each* and *which*, in the same position, would result in very great difficulty in reading.

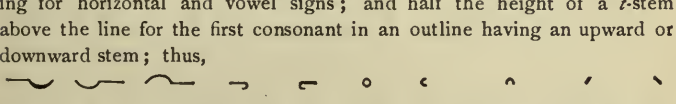
§ 4. It has been determined by careful examination of hundreds of pages of practical shorthand matter, that position exerts very little influence on other than abbreviated words. It principally governs the writing of half-lengths, horizontals, brief signs, and words of one or two syllables. Where words have long or suggestive consonant outlines, it is not necessary to observe position other than to write such words on the line of writing, as their legibility is undoubted, and therefore position is not required to increase their suggestiveness.

RULES OF POSITION.

FIRST POSITION. — The height of a *t*-stem above the line of writing for horizontal and vowel signs; and half the height of a *t*-stem above the line for the first consonant in an outline having an upward or downward stem; thus,



king, nick, meek, kind, greet, is, with, beyond, ought, all;



copied, adopt, street, water, lighter, title, vital, prolong, exhorter.

SECOND POSITION. — On the line for any kind of a sign; thus:



were, a, to, date, neck, kept, cored, weather, letter, dotage, stipulate.

THIRD POSITION. — Through or close under the line for all classes of words; thus:



how, and, about, calmest, exhortation, accept, smart, rather, father.

§ 5. In placing words in position Rule I. must be observed, a half-length conforming to the rule the same as though it were a full-length.

§ 6. The derivative forms of some words will seem arbitrary unless the student is familiar with Rule I. (given on page 4); to illustrate: *own* is written thus,  for the third position, while *owner* must be written in this manner, , the first downward stem governing the position. Of this class of words we have  *accurate,*  *accuracy,* etc. Words in other positions are governed by the same rule, as *sane,* *saner,*  *gain,*  *gainer,*  *grow,*  *growth.*

§ 7. It is necessary at times to write a derivative form a little higher or a little lower than it would be written in the primitive word in order to avoid extending too far above or too far below the line of writing, so that the words of one line would become confused with the first or third position words of other lines; to illustrate:  *nice,*  *nicer,* *nicely,*  *win,*  *winner,*  *mere,*  *merely,*  *although,*  *already.*

PRACTICE EXERCISE ON POSITION.

§ 8. Write the following exercise from dictation, placing the words in position that are necessary to be written in certain places to gain the suggestiveness of their accented vowels. When this can be done, and the notes read without hesitation, doubt, or error, the student may take the

liberty to go ahead and write anything else in the same manner, and call himself a stenographer without fear of being contradicted. The reading exercises at the end of this work or in auxiliary books will illustrate the extent to which position is employed, and will afford excellent matter for study in this connection. The various Shorthand Readers or other engraved matter in the system are indispensable to the student's rapid progress. See price list of books by the author.

PRACTICE EXERCISE.

How can the ability to write rapidly be acquired, is the one question that interests the young stenographer more than any other, and lies nearest his heart. The main thing to be done is to get as great a familiarity with the shorthand characters as with the longhand alphabet and common method of spelling. One should write as logically as syllabication and analogy will permit, so as to avoid hesitation; and the abbreviations of the system should be as familiar as *a*, *b*, *c*; then the stenographic horse can be trotted through the short cuts and narrow lanes and across the lots of the phonographic field as often and as rapidly as possible. Whatever method or practice for speed is adopted, one should not cease writing the abbreviations of the system until they can be executed continuously in the order of the lists or sentence exercises following each lesson, at as high a rate of speed as possible to be obtained after writing and rewriting them many times. This, together with practicing upon some article in the same manner, will give wrist facility as well as cultivate the memory. The practice should be followed with equal assiduity in writing upon different classes of matter until a high average rate of speed can be obtained in writing upon any subject. In this manner one can increase his speed, even after already being a rapid writer, to a remarkably high degree. It is possible even to add fifty words a minute to one's speed after writing on an average one hundred and fifty words a minute, which is sufficient for nearly all kinds of practical reporting.

Lineality increases speed and legibility by serving the convenience of the writer and the reader. For a comparison, write the above exercise and see it written in some other system, then count the words below or off the line.

PHRASING.

§ 1. Phrasing in Phonography means the writing of two or more words together without lifting the pen.

§ 2. There are three methods for phrase-writing:

FIRST — By joining words together without change of outline.

SECOND — By using a modification to represent one or more of the words which, when standing alone, would be written with a single stem vowel or brief sign.

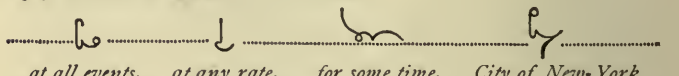
THIRD — By omitting some of the words of the phrase which the sense will supply.

§ 3. Phrases of the first order are:



I am glad, *on this occasion,* *how long ago,* *are you sure.*

§ 4. Phrases of the second order are:



at all events, *at any rate,* *for some time,* *City of New-York.*

§ 5. Phrases of the third order are:



how long have you known him, *where is your place of business.*

§ 6. Phrases of the first order are written in all kinds of matter, and may be used without special effort at memorizing. By a law of rhythm of sound they seldom extend beyond three words.

§ 7. The second order of phrases consists of words that are arbitrarily contracted to give increased speed where certain sentences are of frequent occurrence. Phrases of this order, like the first class of phrases, can be created by a stenographer to serve his purposes and suited to the matter with which he is most familiar in his practice.

§ 8. Phrases of the third order may be denominated special, because they are almost wholly arbitrary, and serve the purpose of contracting stereotyped forms of speech used principally in the interrogatories of lawyers, or answers of witnesses in giving testimony. These must be learned from auxiliary works on law reporting, or phrase-books; but generally phrase-books contain thousands of impracticable phrases, and therefore it would

not be profitable for the student to attempt to memorize more than his practice will demand in a special line of work. For a list of the more common and useful phrases, we would refer to The Book of Names, containing lists of Persons, Places, States, Months, Corporations and Phrase-signs; also the engraved matter closing the lessons of this book, not omitting Chapter XXII, of Part II, Text-book of Phonography, which treats the subject exhaustively and from all its standpoints.

SPECIAL DIRECTIONS.

§ 9. Words that should always be phrased :

The following any word when not separated by a period; thus,  *of the,*  *to the,*  *on the,*  *should the,*  *and the.*

Following *p, b, f,* and *v, the* must always be made downward; thus,  *pay the,*  *by the,*  *for the,*  *have the;* following *r, t, z,* and *ch,* it must be written upward to afford a sharp angle at the point of junction; thus,  *are the,*  *at the,*  *was the,*  *which the.*

§ 10. Words that should never be phrased:

All the and *to whom,* the former would be misread for *of the* and the latter for *to the. To go* would also conflict with *altogether.* These words must therefore be written separately; thus,  *all the,*  *to whom.*

§ 11. *Been* may be expressed by the *n*-hook following *have;* thus,  *have-been,*  *might-have-been.*

§ 12. Phrase-signs are governed by the first word of the phrase and accommodate themselves to the position required by the rules already learned by the pupil, in rising or falling a trifle, that the second stem may be in perfect position, if the first is a brief sign, as in *although* falling, and *allwise* rising; thus,  *although,*  *all-wise,*  *is-at-hand,*  *already,*  *as-near-as,*  *in-some-respects,*  *so-far-as,* which distinguishes it from  *as-far-as;*  *on-to.*

§ 13. Write the words in phrases in the following exercise, according to the rules already explained. As an aid to the student the words that should be written in a phrase are connected by hyphens.

PRACTICE EXERCISE ON PHRASING.

My dear-Sir : I-have-received your-letter of-recent-date. I-am-sure it-will-be in-every-way more-than agreeable for-me to hear-from-you at-any-time. Do-you-remember how-many-things we-had-seen years-ago one-long-day in-New-Haven ? It-has-been as-much-as fifteen-years-ago, it-seems-to-me. Pleasures of-that kind will-never cease-to-be sweet recollections. What-do you-think, some-one has-been kind-enough to give-me what might-have-been a handsome-present, in-some-respects, but it-was-only one-of-those ordinary dogs, and he-died. I-will-take-you one of-these-days to-the grave of-that noble animal which-might-have-been a delightful companion. I-am-sure you-will-not regret taking my advice if-you-will-do as I-wish — never waste good affection on a bad brute. Come and see-us, dear-Charles, as-soon-as-possible and as-early-as you-can in-the-month, as it-is-likely we may-go out-of-town for-some-time, at-any-rate we intend to do so before-long. Mother sends her-best-regards and says she-would-be-glad to see-you. Do-not stay-away any-longer-than necessary. Please have-the kindness to-reply as-early-as-possible, and oblige Very-truly-yours.

IMPORTANCE OF PUNCTUATING SHORTHAND NOTES.

§ 1. Good reporting depends more upon good punctuation than good shorthand writing. What is meant by this is that the sense conveyed by the punctuation points used while taking the notes enables the reporter to make a correct transcript. Without observing the principal punctuation marks while taking notes, a strong possibility will be left open to misinterpret the speaker's meaning. The voice of the speaker, in rising and falling, accentuating, intonating, and giving expression to his ideas, marks the place to punctuate with periods, dashes, or parentheses; in other words, where to use points of punctuation.

§ 2. The precision with which the reporter must observe the inflections of the speaker's voice in order to reflect his meaning in punctuating depends upon the style of composition, matter spoken, and his own literary ability. If a speaker uses quotations frequently, with which the stenographer is not familiar, and he knows a quotation is being used, but fails to put the points in his notes, his transcript will be a jumble and will not give satisfaction. If the speaker breaks up his sentences by dashes and parentheses, and the reporter transcribes them with commas and semicolons,

or, perhaps, with periods, giving an epigrammatic style of composition which the speaker did not use, the report will not be accepted. The stenographer must convey the sense and the style the speaker intended. When the reporter's general knowledge falls short, or he fails to appreciate the delicate shades of meaning the speaker conveys, he must depend upon mechanical means to make a correct report, that is, rely on the punctuation points. But if the reporter is as learned a man as the speaker, then he need not be slavishly confined to punctuation; he will know what he is doing and how to make a correct transcript.

§ 3. The punctuation points with their uses defined were given in Lesson VII., to which the student should refer till he understands them perfectly. There was but little use for any of them save the period mark through the exercises in the book.

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